

SCHOOL MANAGEMENT



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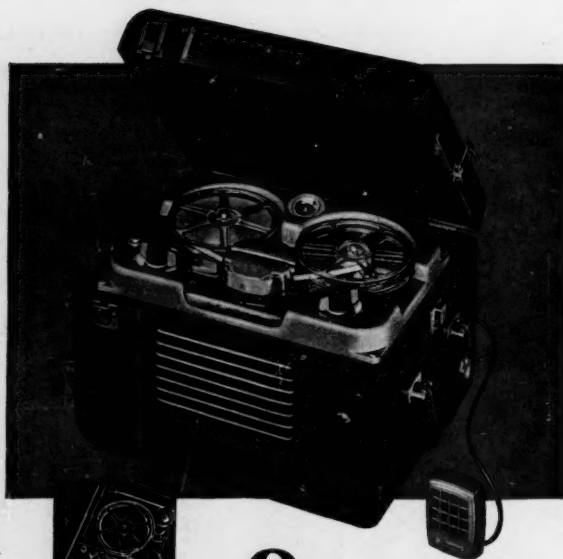


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in Education Index

WHO WANTS AN EDUCATIONAL SANTA CLAUS?

Beware of high centralization in public education,
of bureaucratic interference with local administration and progress

By EDGAR W. KNIGHT

School and College Management's Educational Commentator



Dr. Knight, Professor
of Education, University
of North Carolina

THAT we had a very great system for extending popular education in this country, but a very unsystematic system characteristic of a youthful but great people, was pointed out more than 50 years ago by President Andrew S. Draper of the University of Illinois. The public school, he said, was the product of pioneers whose numerical growth had been phenomenal, whose energy had been intense, whose ambition for self-improvement had been extraordinary, and whose swift development of general quick-wittedness and cooperative institutional life had excited the admiration of the world.

During the 50 years that have passed since that appraisal of this country's educational effort, the American public school has reached some of its most lofty triumphs. Today it ranks so high among the noble achievements of democracy that the American people look upon this immense social enterprise with a greater admiration and a more pardonable pride than the public school enjoyed a half century ago.

This admiration and pride arise in large part from the fact that no instrumentality of democracy has brought more comfort or held out more hope to the people of this country than that of public education. This most fascinating part of our entire democratic epic has long stood as a sign and symbol of opportunity for their advancement in this world. It has raised the level of their lives and given them hope which they could have had by no other earthly means.

For this and other reasons the American people cherish their schools. Their faith in the power of education has been so strong as to appear at times almost pathetic. Moreover, most of the American people seem to know that their schools represent one of their most deep-seated human interests and activities, because they have witnessed the struggles of public education to develop in the face of many stubborn and discouraging obstacles.

These obstacles have been numerous. The American common school had its origin in part in conflicts that flourished in contending economic interests. It was born in poverty and obscurity. In its early years it was fed sparingly by the crumbs of charity and philan-

thropy. Often its way was obstructed by pedagogical politicians or political pedagogues and indifferent if not hostile ecclesiastics.

The principle of educational equality now generally accepted was slow to gain strength, because schooling was generally regarded as the privilege of the well-to-do and favored, and not as a right of the masses. Almost everywhere in this country the principles of public educational support and control,

and free, non-sectarian, and compulsory education, now commonly accepted, were bitterly contested before winning acceptance in the public mind and passing into established practice. But over many stubborn and discouraging obstacles the common school won its way through a stalwart idealism and vigorous determination.

This idealism and this determination have been characteristics of the faith of the American people in their dream of universal education. And these qualities have always stood in solemn protest against autocratic and bureaucratic control in education as in other public interests and activities of the American people. But in the rapid tendency to such control in the administration of the schools some observers of the current educational scene seem to see the most insidious threat ever made to the integrity of public education in this country.

Many such observers see a definite tendency in recent years to remove the schools further and further away from the people, and to entice or coerce them to look more and more to their state capitals or to Washington for their educational Santa Claus. This tendency, the observers say, is bound to stifle local interest and local initiative and effort, and to discourage the sense of local educational responsibility among the people.

Already some searching questions are being asked:

Does high centralization in educational administration increase the morale of teachers?

Does it give definite assurance of the wise use of educational funds and protection against their waste?

Does it guarantee security against mediocrity and partisan political control in educational opportunity, which has become a sort of watch-
(Turn to page 7)

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Young adults seek counsel, Evanston Township Community College, Illinois



A class in automotive upholstery, Del Mar College, Corpus Christi, Texas

COMMUNITY COLLEGES ON THE WAY? THEY'RE HERE AND GROWING IN NUMBER

What are they? Public junior colleges with educational programs for adults and out-of-school youth

By HOMER KEMPFER

Specialist for General Adult and Post-High School Education
Office of Education, Federal Security Agency

COMMUNITY colleges are here! How many? No one knows! One writer estimates 250. No one can know until the community college is defined. At present the name is applied to nearly anything under the sun. Area vocational schools, four-year colleges, lower divisions of universities, extension centers of state universities, junior colleges, denominational colleges, technical institutes, proprietary schools, YWCA schools, and general adult education programs in one or more instances are called community colleges. Recently an institution calling itself a "community college" was found in a church basement under local church sponsorship!

To help clarify the situation, a definition was recently proposed in the June issue of "School Life." It seems to consolidate the recommendations of a number of state school surveys and combine them with the thinking of a substantial number of educators:

"The community college is a composite of all educational opportunities extended by the local public school system free to all persons who, having passed the normal age for completing

the twelfth grade, need or want to continue their education."

How does the community college differ from the junior college? This is a good question, because many community colleges have evolved from junior colleges, often without changing their names. Some public junior colleges in actuality are community colleges; many are not. Yet the community college is more than a special type of junior college. The community college must be comprehensively conceived even though, in its early stages, it may be only partly developed. Essentially the community college will aim to have these identifying features:

1. It is locally controlled, and an extension of the local public school system. It cannot have a non-resident board. A majority of 18 comprehensive state school surveys made since World War II were emphatic on this point. Only three recommended an administrative connection with institutions of higher education. One suggested area control.

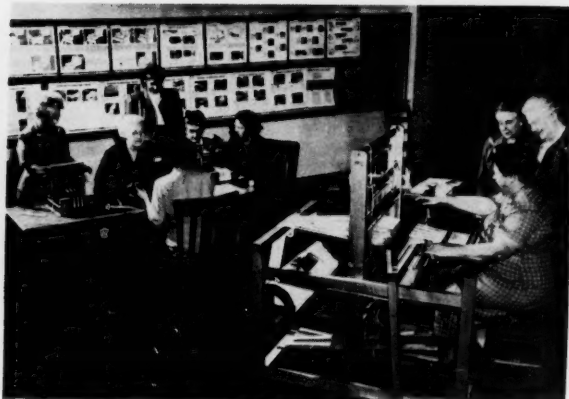
2. It is free to the participants in its program or essentially so, tax-supported. Fees are barriers. Sizeable tuition fees bar significant portions of the population and thereby prevent service to the entire community. They also limit the type of program offered—the curriculum. Fees are no more defensible for a community college than for a public high school.

3. It offers a comprehensive educational program serving the whole community. It is not merely an institution offering the first two years of college.

4. The community college program is designed to serve the educational needs of all adults and older youth past the normal high school age. General educational prerequisites do not exist in the community college except for certain courses or curricula. Illiterates, elementary school dropouts, high-school dropouts, or college graduates are as welcome as high-school graduates. The educational menu



He operates a console that provides a daily on-campus newscast at Everett (Washington) Junior College



Many an older woman greatly enjoys the night school classes in weaving



Junior college students and instructors study the play habits of children

should be broad enough to appeal to anyone past the high-school age. The community college would not grant degrees although it may offer two years of college credit courses.

Under this concept three groups would be served:

1. Twelfth-grade graduates desiring credit courses for transfer to higher education institutions. This is the core group of most junior colleges and the sole concern of many. Most of this group will be pursuing two years of full-time study.

2. Full-time students, with or without a high-school diploma, pursuing chiefly occupational, homemaking, or general curricula for two years or less. These will be primarily young adults, although some middle-aged and older people will return for help with occupational changes or to round out their general education.

3. Part-time participants — out-of-school youth and adults, employed and unemployed. This group will grow. Numerically, if adequate programs are provided, it will eventually far outnumber the 18-through-20-year group. In fact, more than 50 community colleges already enroll more adults than they do freshmen, sophomores, and specials combined. As time goes on, an increasing number of people probably will maintain a continuing relationship with organized education throughout life.

The 18 state school surveys, the Report of the President's Commission on Higher Education, and statements by the National Council of Chief State School Officers differ somewhat in detail, but they all agree that there is a cluster of educational needs in the young adult years which are not being adequately served either by local schools or by higher educational institutions. General awareness of the educational needs of adults is becoming more widespread. Recognizing the growing need for and interest in community colleges, President Truman has notified the Congress that he is having a study made of the proper role of the federal government in their development.

Evidence from numerous studies indicates that roughly one-half of our high-school graduates of college ability are kept out of the usual institutions of higher education by distance and cost. For a great many more young people a four-year college course offers more education than necessary at too high a price. More and more occupations require one or two years of training beyond high school, but not four. A part of a four-year sequence is not the answer. Many young women would like to round out their general education or improve their competence in homemaking for a year or

two prior to taking up the career of marriage.

Unemployed out-of-school youth constitute another group to be served. Their number fluctuates widely according to season and business cycle. During the 1930's this segment ran as high as four or five million while during the last war it all but vanished. The 810,000 of April this year age 18 through 24 were swollen considerably during the summer and fall by the new crop of graduates.

Interest in part-time programs in occupational training, homemaking, citizenship, and general education is likewise high among many employed young people. In addition, national surveys verified by state and local checks reveal that approximately 40,000,000 adults of age 21 or older have personal interest in gaining further education. Since the second world war especially, where adequate facilities have been available, a high and increasing percentage of adults has participated in educational programs. Many more undoubtedly would enroll if the desired kinds of educational activities were provided in convenient locations on suitable time schedules under competent leadership.

By oversimplified definition a community college might be called a public junior college with educational programs for out-of-school youth and adults. In order to serve all post-

high-school-age educational needs except those at the upper university level (as is the ambition of the community college) more than the usual class, shop, and laboratory activities are being developed. Approaches tried out on a limited scale earlier are becoming more widespread. Adaptations are being made of educational approaches developed in the non-school fields. Occasionally new ways of organizing educational experience are invented. Here are nine useful in the community college:

1. Work-experience and work-and-study programs. Instead of abrupt graduation, the high school and community college together can provide a gradual transition period from full-time schooling to full-time work. A part-time educational relationship can be maintained as long as necessary.

2. Camping experience combining work, education, and group living. A bill that would set up a CCC type of program was

Rochester, Minnesota, Evening Community College's workshop is open, with supervision, for public use



Rochester's informal painting classes are popular even with folks who have never held a paint brush before

Community Colleges on the Way?

(Continued from page 5)

introduced into the eighty-first Congress. While over 600 schools were providing camping experience for children and youth at last count, very few provide it for out-of-school youth. If the need should grow large enough, it is entirely possible that a federal program may be reconstituted—unless states and localities through community colleges or otherwise

maintain the necessary educational connections with unemployed youth. A committee recently appointed by the Educational Policies Commission to study the whole matter may come up with recommendations in a few months.

3. Community surveys, studies, service, and improvement projects. Civic education becomes alive when youth and adults

plan and make field studies of the community, analyze needs, interpret findings, and plan improvements for the common good. Programs of youth-service-to-the-community can have sound educational values.

4. Supervised participation in community groups. After leaving the organization-filled life accompanying full-time schooling, very few young people participate in community organizations until age 30 or 35. For this age external edu-

cation stimulus comes largely from the mass media, from autonomous groups, and in incidental relationships. Systematic involvement of young people and many older adults in established organizations or in school-sponsored activities could help keep great numbers integrated into the community. It is entirely possible that the lack of wholesome, challenging, and worth-while non-academic activities for the early out-of-school period is closely related to the high crime incidence of this age period. If the community makes inadequate provision otherwise for participation in groups and the development of leadership, the community college can well develop activities having educational values without the academic flavor.

5. New voter preparation programs. Age 21 is the ripe time for a civic education program conducted jointly by the community college and community organizations.

6. Production programs. Community-wide educational and production programs of dramatics, music, and arts and crafts are culture-building activities in which the community college can take a leading role. Sometimes these activities are limited to the old, the young adults, or some other special group.

Non-Group Activities

7. Individual activities. Many educational needs cannot be met on a group basis. For these, guidance, testing, counseling, directed reading, directed visiting and observation, home study, supervised correspondence study, tutoring, or other individual approaches can be used. To cut expenses, volunteer help can sometimes be arranged, especially from among the young and older people.

8. Leadership training. Through consultation services, group training, supervised practice, and in other ways the community college can improve leadership performance in many community organizations. Educational enrichment of organizational programs reaches ready-made groups never involved otherwise.

9. Community councils. The community college can be a major local resource in a community organized in any way for local improvement. Much research, study, survey work, and service on committees and action groups can be done by the community college staff and students, especially if the latter include a significant portion of the population.

These and other educational approaches can be expanded. Many more ways of building into the adult community the habit of utilizing education as an approach to life will have to be invented if the community college is to achieve its maturity.

Patterns of Organization

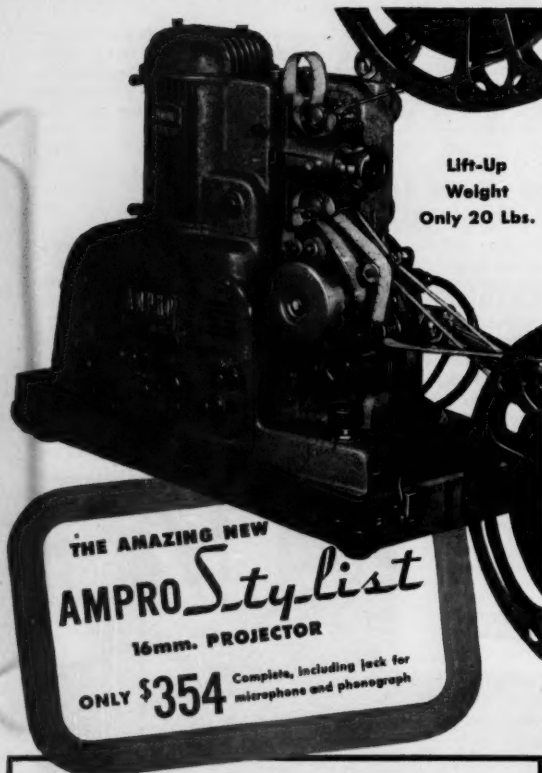
Community colleges have organizational patterns similar to those of junior colleges. In line with survey recommendations, most community colleges are developing as extensions of the public school. In three or four states, however, institutions of higher education have stepped into the picture with extension center programs intended to serve some of the post-high-school educational needs of youth. Two state surveys, while recognizing the need for community colleges to be set up as a part of local public education, suggested that they be deferred until the financial plight of the elementary and secondary schools becomes less severe.

The full-time program for young people in nearly all community colleges is two years long. Among the 130-odd institutions no longer carrying the name "junior" only five are organized on a four-year basis and four provide a program of some other length.

Patterns of control vary among and

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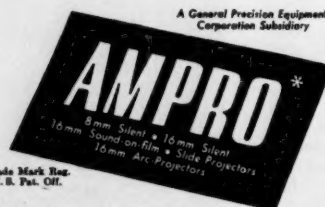
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often within states. Several of the California colleges and a number in certain other states are organized on a district basis with independent boards. Most surveys recognize the advantages of the close articulation which can best be attained by having the community college controlled by the same board as the remainder of the local school. Under the unified board the superintendent of schools frequently serves as chief executive officer of the community college although a dean, director, or principal responsible to the superintendent is usually in immediate charge.

Values of Unified Control

This unity of control is useful in preventing duplication and competition in adult education activities which sometimes is a problem when two or more local public agencies both are free to serve the same field. Unified boards permit the easy and full utilization of facilities. A considerable number of community colleges, placing emphasis on an educational program instead of institutional characteristics, have headquarters and a core program in the high-school building, and schedule activities throughout the community.

Theory and practice in finance are still far apart in many instances. As a class the essentially free California institutions are probably nearest the community college ideal although several in other states are tuition-free or nearly so. Several surveys recommended the abolition of fees and even more recommended state aid to supplement local tax funds. Financial straits of elementary and secondary schools, the influence of tuition costs attached to higher education, and the availability of G. I. funds all are counterweights against tuition-free programs. The New York survey recommended that one-third of the operating costs be borne by student fees and the remainder be shared by the district and state. Costs per full-time student are approximately the same as for junior colleges. Too little cost data are available on many of the less-standardized community services and adult education activities to yield stable answers.

The need of older youth for additional education and of adults for lifelong learning is becoming imperative; community college education represents the logical completion of the principle of free public education for all.

Two Million Enrolled by 1960?

For years a few public junior colleges have been developing extensive educational services for out-of-school youth and adults. The first to adopt the community college name was Evanston Township Community College in 1946. Already "junior" is being omitted from two out of every five public institution names listed by the American Association of Junior Colleges. The need for education among post-high-school youth and adults is so great that U. S. Commissioner of Education, Earl J. McGrath, has estimated that by 1960 there will be more than 1,000 community colleges in the United States. Enrollment of the 18-to-20-year-old group will probably exceed 2,000,000.

And Who Wants an Educational Santa?

(Continued from page 3)

word or slogan or shibboleth of American education?

These observers see the tendency to high centralization and bureaucratic educational control as a significant warning

to public education, which today faces its greatest test of merit. They say that educational bureaucracy easily promotes partisan political purposes but can never freely serve legitimate educational purposes; that centralized officialism is not hospitable to the long established tradition and principles of public education in this country, and could become hostile to its best interests and those of American democracy in general.

Highly centralized control or bu-

reaucracy in educational administration tend to increase educational paper work, bookkeeping, and clerks; to exalt the function of the "administrator," however mediocre he may be; and to develop the "administrative attitude" which can so easily overshadow the primary function of the school, which is to teach.

If the American people do not become more vigilant about the rapid trend toward high centralization in the administration of their schools, the impor-

tant business of education could easily reach the point that the important business of salvation is believed to have reached in the 16th century when one of the greatest revolutions in history took place. The Protestant Revolt was brought on in part by ecclesiastical bureaucracy and spiritual bookkeeping, because the theologians had made religion a very complicated matter. Highly complicated administration could easily develop an educational priestcraft in this country,

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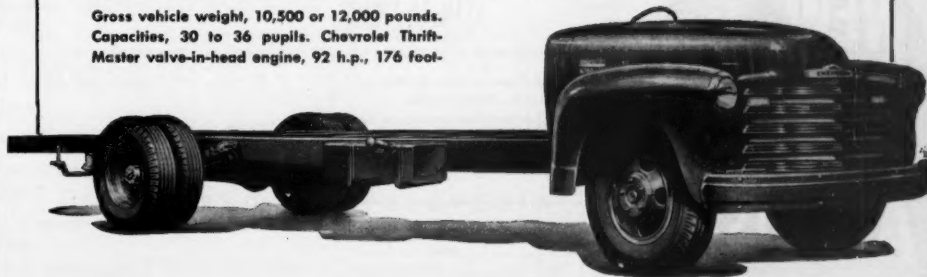
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(Continued from page 7)

—thus some observers seem to think. A reasonable minimum of state supervision or oversight to safeguard state educational funds is desirable. But this should not mean bureaucratic interference with the administration of the local schools or with the content of educational programs. Such interference could so easily lead to the regimentation of education and through it to the regimentation of the minds of the people.

The danger of such regimentation is already appearing in some states, and becomes all the more menacing in light of the fact that public education in this country has grown in stature and in the confidence of the people through local interest, local initiative, and effort of responsible local agencies. Any theory or practice that is likely to retard or destroy that interest, initiative, and effort is bound to harm public education and eventually bring it into disrepute.

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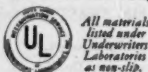
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Information Officer, Community Facilities Service

Part II of a Two-Part Article

COLLEGE APPLICATIONS

Location	Type	Estimated Cost	Planning Advance
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Arizon State College	Student Union building, auditorium	\$ 450,000	\$ 16,000
Flagstaff	Gymnasium, pool	700,000	26,000
Tempe	University of Arizona		
Tucson	Biological science building, classrooms, library	915,400	33,600
CALIFORNIA			
Mt. San Antonio Junior College	Home-making building	97,500	4,000
Pomona	Life science building	119,500	5,000
Southern San Diego Junior College	Six buildings with classrooms and shops	750,000	31,760
San Marcos			
FLORIDA			
University of Florida	Studies, surveys, cost estimates for College of Medicine and Nursing	11,600,000	10,000
Gainesville	Two classroom and laboratory buildings connected with auditorium-library for College of Agriculture	1,375,000	50,000
"	Men's dormitory	1,690,000	40,000
Florida State University			
Tallahassee			
GEORGIA			
Georgia Institute of Technology	Library	1,730,000	60,000
Atlanta			
HAWAII			
University of Hawaii	Gymnasium, fieldhouse, pool	686,300	33,000
Honolulu			
ILLINOIS			
University of Illinois	Biology building	5,000,000	75,000
Urbana	Pharmacy building	6,000,000	152,000
Chicago			
INDIANA			
Indiana University (Medical Center)	Laundry; maintenance and storage buildings	1,141,547	38,960
Indianapolis	Library and auditorium	475,000	18,500
Vincennes University			
Vincennes			
MARYLAND			
University of Maryland	General library	2,000,000	75,000
College Park	Poultry department staff building	325,000	11,760
"	Addition to girls' gymnasium	200,000	7,480
Princess Anne	Engineering-mechanical arts building	450,000	14,000
"	Chemistry-physics building	450,000	14,000
"	General library	375,000	13,000
"	Home economics building	300,000	10,000
"	Gymnasium	275,000	10,300
"	Warehouse	50,000	1,860
Baltimore	General library	400,000	14,060
MICHIGAN			
University of Michigan	Medical science building	6,000,000	215,000
Ann Arbor			
Michigan State College	Library additions	3,025,000	90,000
East Lansing			
Wayne University	Science hall additions	1,600,000	56,000
Detroit			
MISSOURI			
University of Missouri	Library additions	833,000	34,160
Columbia	Agricultural building additions	1,472,060	61,920
"	Engineering laboratory	576,190	24,140
Rolla	Teachers' College		
Northeastern State	Auditorium to seat 1,400	710,200	26,800
Kirkville			
NEW MEXICO			
Eastern Normal School	Dormitory	231,500	5,000
Portales			
School of Mines	Student union	125,000	3,400
Socorro	Laboratory and office building	80,000	3,000
"	Golf course, development of recreational area	62,000	1,500
OKLAHOMA			
A & M College	Women's physical education plant to include swimming pool building and gymnasium	600,000	34,000
Stillwater	Warehouse and maintenance shops	250,000	10,000
"			
OREGON			
University of Oregon	Commerce building additions	700,000	27,000
Eugene			
Oregon State College	Home economics building additions	730,000	29,000
Corvallis			
TENNESSEE			
Tennessee Polytechnic Institute	Two dormitories	452,345	12,100
Cookeville			
WYOMING			
University of Wyoming	Infirmery	400,000	16,980
Laramie			

JEFF SAYS



It's the little things that count. That holds for autumn maintenance and repair work, too.

Any section of sidewalk below the level of other sections tends to collect water and dirt. Since children tramp through this puddle on their way to the building, the section should be replaced.

An entrance way may have a protecting roof which allows water to flow on a sidewalk used by persons in entering the building. Downspouts and eave troughs on such a roof should be examined and repaired.

Sodding or resurfacing of some areas should be done. Low spots on a gravel playground should have additional gravel placed on them during a slack season....

Julius Barbour.

On the Calendar

Association of School Business Officials, Hotel Sherman, Chicago, September 25-28.

County and Rural Area Superintendents of Schools, Columbus, Ohio, October 9-11.

National Institute of Governmental Purchasing, Hotel Schroeder, Milwaukee, October 8-11.

National Safety Congress and Exposition, Morrison Hotel, Chicago, October 16-20. Twelve sessions will cover safety from the preschool through college graduate levels. The school and college division will hold many additional meetings.

American Public Health Association, Kiel Auditorium, St. Louis, October 30-November 3. School Health and Statistics is subject of one of the 13 sections. Thirty-two related organizations will meet with the Association. Additional information is available from Dr. Reginald M. Atwater, Executive Secretary, at the Assn's office, 1790 Broadway, New York 19.

American Education Week, November 5-11.

School Food Service Association, Muehlenbach Hotel, Kansas City, Missouri, November 8-10.

American Vocational Association, Miami, Florida, November 29-December 1.

Association of American Colleges, Atlantic City, January 8-11, 1951.

National Association of Secondary-School Principals, Hotel Commodore, New York, February 10-14, 1951.

American Association of School Administrators, Atlantic City, February 17-22, 1951.

Credit Is Due Flewelling and Moody

Architects for the beautiful, well-planned Warren Lane Elementary School in Inglewood, California, described in detail in the July issue of **SCHOOL MANAGEMENT**, are Ralph C. Flewelling and Walter L. Moody of 3112 Los Feliz Boulevard, Los Angeles, California. We regret exceedingly that this credit was omitted from the article.

Schooling for Millions— But What Do They Learn?

ONE-FIFTH of the entire American people are going to school, but what exactly do they learn?

That question is asked by Dorothy Thompson in a *Ladies' Home Journal* editorial, "The Crisis in American Education."

"Education is the largest American industry. It employs a million and a

quarter teachers for over 32 million students. Statistically speaking, we are the most educated people in the world. A larger percentage of our youth obtain college or university degrees than those of any other country," states Miss Thompson.

Yet, according to Canon Bernard Iddings Bell, lately of the graduate faculty of Columbia University and author of "The Crisis in Education," an analysis made of the knowledge of freshmen enter-

ing one of our better known state universities showed that while these young people had already had 12 years of schooling—mostly at public expense—40 percent of them had had no mathematics beyond arithmetic and most of these could not do a problem in long division. One-third had had no training at all in grammar—even in English grammar. Less than one-half could spell many words in common English usage. Four out of 10 could not read quickly or ac-

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FREE: While the supply lasts, teachers may secure without obligation, any one of the following booklets: (1) *Farm Life* (for primary grades), (2) *Coal and Petroleum* (for intermediate grades), (3) *Atoms* (for high school). In writing, be sure to give school name and grades taught. All three booklets contain reprints of new articles from the 1950 Compton's.

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(Continued from page 9)
curately—to say nothing of being able to write correctly—a single paragraph of coherent prose.

A few months ago, Miss Thompson says, Dr. George Gallup took a sampling poll in six democracies—England, Norway, Canada, Australia, Sweden, and the United States—on the simple question: Are you now reading a book or books? The United States ranked well below the five other countries.

That our so-called higher education has been steadily eliminating from college curricula all the studies which require concentrated effort for their mastery is another point in Miss Thompson's discussion of the fact that mathematics, Greek, and Latin—courses that some believe train the mind for future problems and activities—are no longer required in the majority of colleges.

The mind is trained only by effort, Miss Thompson points out. The value of

such training lies not in the fact that you might be able to read Horace and Cicero fluently some 20 years after graduating from college, but in the training your mind has received while in college.

Although she freely admits that book learning is not everything, she does believe that it gives the student a basic respect for authority, effort, and discipline. Without these qualities the American people cannot hope to defend their ideals, standards, and way of life.

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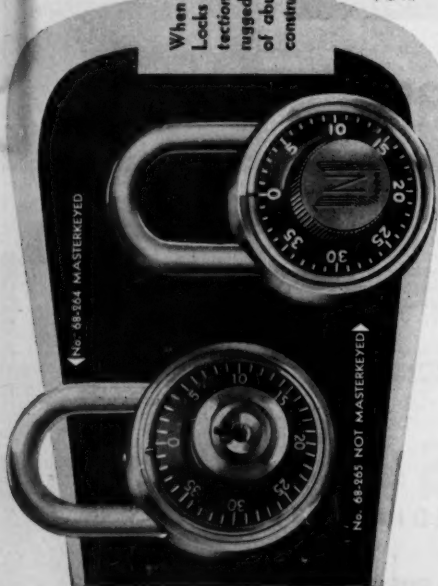
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October 15th



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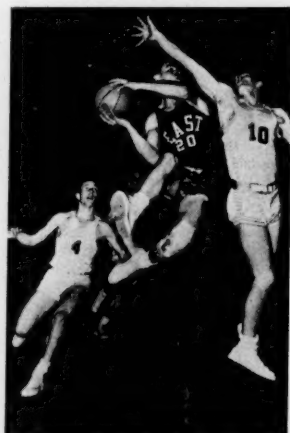
CHILDREN'S Day will be observed again this year on the third Sunday of October—October 15th. Last year 15 state governors and dozens of big city mayors issued proclamations calling for observation of Children's Day.

Children's Day presents an excellent opportunity for schools to call attention to the basic educational, health, recreational, and welfare needs of children, and to focus attention on better ways of meeting these needs.

Parents' associations and other school and civic groups are urged to hold meetings in connection with the observance of Children's Day. Heads of these organizations and other school administrators may obtain without charge a summary statement of the needs of American children and a number of helpful U. S. Children's Bureau pamphlets by writing to The Children's Day National Council. They will provide useful material for any Children's Day speech or meeting. Small photographs of the Children's Day poster for reproduction in organization bulletins or in local newspapers will be furnished free on request.

Children's Day posters in full color, size 22" x 28", are available at \$1.15 postpaid from The Children's Day National Council, 52 Vanderbilt Avenue, New York 17, N. Y.

\$100 Winner



Alert enough to snap this action picture, Howard W. Barnes, high-school student in Salt Lake City, Utah, was recently rewarded for it with a \$100 prize in the fifth annual National High School Photographic Awards conducted by the Eastman Kodak Company

Passage of Fair Educational Practices Acts Recommended

Public Action

Repeal of segregation laws



Removal of tax exemption from schools that discriminate



Passage of Fair Educational Practices Acts



Individual Action

Student: Press for the admission of Negroes



Faculty: Raise the issue at faculty meetings



Parent: Get behind the drive for anti-discrimination legislation



Group Action

Student clubs: Conduct surveys and uncover the facts



Alumni Associations: Prod state legislatures



AS one means of abolishing college entrance discrimination, passage by the states of Fair Educational Practices Acts, similar to the New York State law, is recommended in "Religion and Race: Barriers to College?" The booklet by A. C. Ivy and Irwin Ross, published by the Public Affairs Committee in co-operation with the Anti-Defamation League of B'nai B'rith, was reviewed in the June SCHOOL MANAGEMENT.

Under the New York act, in opera-

tion since September 1948, discrimination on grounds of race, creed, color, or national origin is declared illegal, though denominational institutions may maintain religious qualifications for admission.

The state commission of education is empowered to receive the complaints of individuals who allegedly have suffered discrimination. The commissioner can also initiate such complaints. An elaborate procedure for fact-finding and informal adjustment of grievances then

goes into operation. If quiet persuasion is unavailing, legal compulsion can be resorted to. Public hearings, resulting in cease and desist orders, are authorized. Such orders would be enforceable through regular court proceedings; they would also be subject to judicial review.

It is too early to assess the results of the New York law, the pamphlet states, but it compares the legislation to various state laws against discrimination in employment which have proved suc-

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(Continued from page 11)
cessful in New York, New Jersey, Connecticut, and elsewhere.

Passage of Fair Educational Practices Acts was originally recommended by the President's Commission on Higher Education.

The cartoon on page 11 suggests several ways in which discrimination may be abolished—by public action, by individual action, and by the action taken by groups.

Six Educational "Musts"

WHAT would you say are the "musts" of a mature education to prepare for effective living in modern times? One answer to this question is a six-point program worked out by Dr. Robert W. McEwen, president of Hamilton College, and Dr. Boyd C. Patterson, president of Washington and Jefferson College. Aided by distinguished advisors, they studied the problem for five years

before they reached their conclusions.

1. Know your English language; know how to read, write, and speak it effectively and accurately.
2. Know one foreign language.
3. Understand the nature of reasoning.
4. Acquire the ability to enjoy and understand the creative arts.
5. Know the interrelation of yourself as an individual and the society in which you live.
6. Know the bases of moral judgments.

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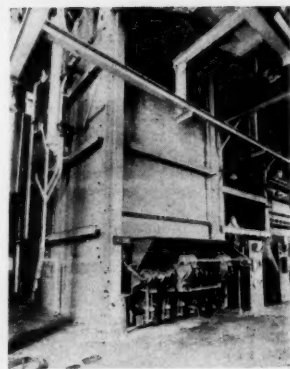
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Stoker side of Pennsylvania State College's new 800-hp boiler, installed by Dravo Corporation. Approximate over-all dimensions are a 17 x 24 foot base, 37 foot height, plus the ash hopper extending 10 feet below floor.

A Third More Steam Warms 75% More Pupils at Penn State

By ROBERT LACY
Dravo Corporation, Pittsburgh

PROVIDING housing, classrooms, heat, light, and power for the post-war increase of 5,000 students was the difficult task recently confronting Pennsylvania State College planners. Postwar expansion necessitated an expenditure of \$20,000,000 for additional buildings and equipment. Fortunately the provision of adequate power and heat was among the least of the problems.

Although college planners back in 1929, when the power and heating plant was built, could not foresee this 75 percent increase in enrollment, they did anticipate expansion of steam facilities whenever needed. Space and foundations were provided in the power plant structure for a boiler of sufficient capacity to meet the needs of a large increase in student population.

Recently the college took advantage of this far-sighted planning by having a new steam generator constructed. This unit not only fulfills the requirements of a minimum of 12,000 students for new housing and new classrooms, but also supplies the necessary steam with strip-mine coal of lower heating value than the high quality, deep-mine coal for which the plant was originally designed.

New Steam Generator

The new steam generator unit is of the latest design with Stirling type boiler, water walls and convection type superheater. The unit is equipped with multiple retort stoker arranged for continuous ash discharge with a timer for automatic operation. The generator is designed for an operating pressure of 255 pounds per square inch at the non-return valve outlet and a total steam temperature of 530° Fahrenheit at 175 percent rating.

The boiler is rated at 800 hp and produces this power with the existing natural draft chimney, using Hagen draft control. It is designed for a future 250 percent rating by installing induced draft equipment when required.

In a recent 24-hour efficiency test, with an actual evaporation of 43,920 pounds per hour, an efficiency of 80.2 percent was obtained. This is 4.7 percent over specification requirements and 3.1 percent over guaranteed conditions. The test was conducted by Professor E. E. Ambrosius, assisted by senior students of the mechanical and electrical engineering departments of the college.

Particular attention was given to the design and construction of the solid fire brick boiler setting in order to prevent the possibility of inward bulging walls and to minimize or eliminate cracks and fractures on the exterior face.

The linings, consisting of first quality, Pennsylvania grade fire brick, were laid in fire clay of the same make and bonded to the outer walls with a tie every fourth course with overlapping headers stepping diagonally downward to the outer face of the wall. The back-up and exterior brick are wire-cut second quality fire brick, $\frac{1}{4}$ inch undersized in thickness and laid up in lime cement and sand mortar.

Holding tile on approximately 8-foot horizontal centers ties the brick walls to the outer buckstays. A girder section installed in the front wall just above the stoker supports the weight of the brickwork in this area.

The brick walls have expansion joints on 3-foot centers. These were made during construction by inserting paper strips, which burned out when the boiler was fired, leaving $\frac{1}{8}$ -inch space. This space takes up the pinching action of the fire brick linings at operating temperatures and also offsets inward bulging tendencies in the wall. These expansion joints, together with the use of plastic lime cement and sand mortar for the outer brickwork, tend to eliminate cracks on the exterior face.

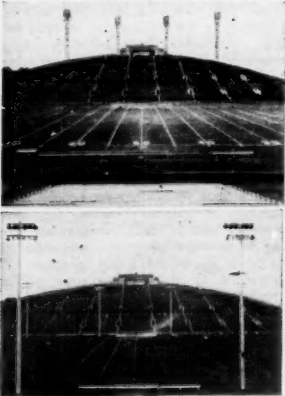
Wire-cut second quality fire brick was specified for the outer face of the walls because it has the appearance of face brick, is dense in texture, and has a glazed surface which will remain clean for years.

The new 800-hp steam generating unit operates in parallel with four existing 600-hp units. In addition to supplying heat for buildings, these units supply steam for turbo-generators of 1250-kw., 2500-kw., and 4000-kw., capacities. The 4000-kw., unit was installed at the same time as the new boiler.

A SHAM and delusion. That's what Willard Elsbree of Teachers College, Columbia University, dubbed merit as a basis for deciding teacher salary schedules.

"There is still no formula for measuring good teaching," he recently stated.

New Stadium Lighting



Westinghouse photos

DENVER University's excellent hill-top stadium lighting is due to eight steel towers—four 150 feet high and four 100 feet high—which support 264 floodlights that give approximately 65 foot-candles of illumination. They are mounted behind the stands, as shown in the top photo. Lower photo shows old low-mounted floodlights that provided approximately 16 foot-candles of light and obstructed view of the playing field.

NEA Wants Fiscal Independence for Schools

THE NEA believes that local boards of education should enjoy financial independence. In a bulletin recently released, Willard E. Givens, executive secretary of the NEA, says that expected increases in school enrollment mean that individual communities will have to raise additional funds. They should therefore be in complete con-

trol of the disposition that is made of school funds.

The bulletin states that the present pattern of having different agencies exercise varying degrees of control over school business affairs leads to "confusion, tension, dissatisfaction, and less efficient public service."

The NEA found that only one-third of the school systems in communities of more than 2,500 manage their financial affairs in complete independence. In gen-

eral, the higher the population, the smaller the percentage of independent school boards found. In cities with populations of 2,500 to 4,999, 40 percent have independent school boards. In cities with populations of more than 500,000, only 15 percent have independent school boards.

More fiscal independence was found among elected school boards than among appointed boards. Complete independence is granted to boards in 38 percent of the

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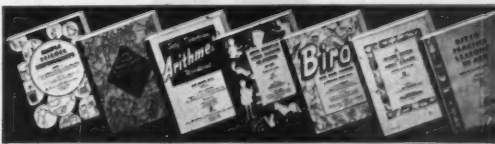


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(Continued from page 13)
cities that elect them. Only four percent of the cities with appointed boards give them independence.

The amount of budget review was also investigated. In the total number of school systems studied, the budgets of 40 percent are reviewed by one agency and six percent by more than one agency. In cities of 500,000 or more, there is more budget review.

According to the bulletin, the chief

objection offered against granting fiscal autonomy is that education is only one of many community services, and one governing agency is better equipped to determine school needs in relation to all other needs. To this educators reply that education should be separated from the vagaries of political administrations just as is the judiciary.

Educators also reported the following as the most common weaknesses in revenue procedures:

1. Property assessments are unreasonably low.
2. Property assessments are inequitable.
3. The board of education cannot appeal against local assessment policies.
4. There is no machinery to make assessors carry out the intent of the law.

THERE are 25,000 foreign students in this country today. During the next few years the number will rise to 50,000, the U. S. Office of Education predicts.

Self-Liquidating Building Projects In Illinois

PRODDED by the need of building construction for which there was insufficient money, the Teachers College Board of Illinois has developed a "self-liquidating plan" by which the various colleges could augment the building program sponsored by the state. Together with Southern Illinois University, the Teachers College Board has five state teacher colleges under its jurisdiction.

The "self-liquidating plan," according to Allan Laffin in *Education Today*, is based on the premise that certain structures can be built and made to pay for themselves over a period of time. Dormitories, cafeterias, and stadiums—all income-producing units—can be included. The plan calls for use of private capital acquired from the sale of bonds through private concerns and the mortgaging of the income to be derived from the units being built. It increases the responsibilities of the college administrators, but provides better educational facilities than would otherwise be possible. Construction of this nature is new to Illinois educational institutions, although it has been proved sound by privately endowed colleges and universities.

The Need Breeds the Deed

When the plan was first proposed a few years ago, there was little enthusiasm for it. But recently exigencies of the building situation have caused administrators to give the program more consideration, and several new projects are based on it.

President R. W. Fairchild of Illinois State Normal University, which has two self-liquidating dormitories under construction, is enthusiastic about the plan. "It is increasingly evident," he says, "that Illinois cannot keep up the extensive building program started the past few years. Therefore, the self-liquidating plan is a life-saver to a school growing as fast as ISNU. It is hoped that still more dormitories, a student union, and athletic facilities can eventually be secured through this plan."

The two ISNU dormitories, one for men and one for women, are to be built and furnished for \$1,100,000. Each will house 156 occupants. The two will be joined by a kitchen unit, to be used for both buildings. Revenue from these residence halls will be used to meet bond payments.

First Men's Dormitory

Detailed plans for a 374-man dormitory are being drawn up at Northern Illinois State Teachers College. It is to be of three-story, brick construction and will provide food service. At the present time there is no campus housing for men students, who in many instances are living in crowded quarters, commuting 30 to 50 miles, or are living in areas not accessible to the college since public transportation is not provided.

An extensive athletic and physical education construction program has just been completed at Western Illinois State College, but no stadium for the football field was included. Now a stadium to seat 5,000 people is under construction, financed under the new plan. It will be used for storage, rest rooms, and dressing rooms. Bonds will be retired through appropriations from the student activity fund and athletic receipts.

A women's dormitory will be built at Southern Illinois University on a partially self-liquidating basis. It is simply designed in order to obtain as much space as possible at the least cost. A cafeteria will be joined to the main dormitory structure.

For more facts use Inquiry Card. S&CM-14B



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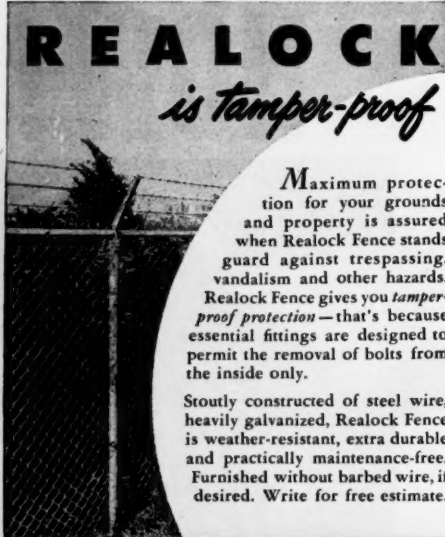
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Grosse Pointe Will Build New Schools

VOTERS in Grosse Pointe, Michigan, recently passed a \$3,185,000 school bond issue by a majority of three to one. An important factor in this sweep-

ing vote for better schools and better education was the forceful manner in which the facts and figures that demonstrate the need for more schools were presented to the taxpayers.

The board of education issued a cleverly illustrated pamphlet that explained the situation clearly and concisely. Some of its cogent facts are shown in the reproduction in column one.

The propositions were presented, and the pamphlet closed by urging voters to go to the polls. It also suggested that the board of education would furnish by phone any other information the voter might need.

Another flyer, paid for by a group of private citizens, listed the names of 387 Grosse Pointe citizens who promised to vote yes for the bond.

No wonder the bond issue was passed in Grosse Pointe!

IT'S obvious that the little, blue Vari-Typed booklet called "Getting Ready for School" is intended for use. Great Neck, New York, includes in it all vital information which will be of interest to parents of pupils entering the public schools. Pages of different lengths form tabs which immediately identify special information. No-school signals, communicable disease control, home-school cooperation, clothing, and getting along with others are among subjects discussed.

For more facts use Inquiry Card, S&CM-17B

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IT'S A FACT THAT—

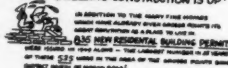
ELEMENTARY ENROLLMENT HAS GROWN
FROM 2370 IN 1939 TO
3405 IN 1949
AND THAT IT WILL BE
4225 IN 1954



REMEMBER THIS ESTIMATE OF AN 80% INCREASE IS BASED ON RECORDS OF CHILDREN ALREADY BORN!

IT'S A FACT THAT—

FAMILY DWELLING CONSTRUCTION IS UP!



IN ADDITION TO THE MANY FINE HOMES WHICH HAVE ALREADY BEEN BUILT, THERE IS A GREAT NEED FOR MORE HOMES TO LIVE IN. 63% NEW RESIDENTIAL BUILDING PERMITS WERE ISSUED IN 1949—THE LARGEST NUMBER IN 10 YEARS. 233 MORE IN THE FIRST 9 MONTHS OF 1950.

THERE ARE MORE CHILDREN UNDER AGE 5! THE NUMBER OF PRE-SCHOOL CHILDREN (AGES 3-5) HAS GROWN FROM 1,378 IN 1939 TO 2,378 IN 1949—AN INCREASE OF 73%.

THERE ARE MORE CHILDREN OF SCHOOL AGE! THE NUMBER OF CHILDREN OF SCHOOL AGE (5-17) HAS GROWN FROM 1,100 IN 1939 TO 1,830 IN 1949—AN INCREASE OF 66%.

ENROLLMENT IS AT AN ALL-TIME HIGH! THE NUMBER OF CHILDREN ENROLLING IN SCHOOL HAS GROWN FROM 1,100 IN 1939 TO 1,830 IN 1949—AN INCREASE OF 66%.

IT'S A FACT THAT—

COST ESTIMATES WHEN HERE COVER ALL CONSTRUCTION, ARCHITECTURAL FEES, LANDSCAPING, SITE DEVELOPMENT, AND FINAL EQUIPMENT NECESSARY TO COMPLETE THESE SCHOOLS READY FOR USE.

AND IT'S A FACT THAT—APPROXIMATELY \$1,200,000 IS ALREADY AVAILABLE TO BUILD THESE SCHOOLS.

IT'S ALSO A FACT THAT—A QUALITY SCHOOL PROGRAM DEMANDS AN ADEQUATE NUMBER OF WELL TRAINED TEACHERS AND OTHER EMPLOYEES. EMPLOYMENT OPPORTUNITIES ONLY FOR MORE TEACHERS, HOME SUPPLIES—INCREASED CURRENT COSTS MUST BE MET.

30—WE ASK YOU TO APPROVE A SCHOOL, 2% LEVY FOR FIVE YEARS (1951-1955) TO GUARANTEE A QUALITY EDUCATIONAL PROGRAM.

AND AT THE SAME TIME WE CAN REDUCE TAXES!

IT'S A FACT THAT—

WE CAN REDUCE TAXES BEGINNING IN 1951—AT THE SAME TIME THESE ESSENTIAL IMPROVEMENTS ARE MADE!

HERE'S HOW—YOU NOW PAY 1% LEVY FOR SCHOOL PURPOSES. 1% LEVY FOR CONSTRUCTION PURPOSES.

YOU WOULD PAY 1% LEVY FOR SCHOOL PURPOSES. 1% LEVY FOR CONSTRUCTION PURPOSES. 1% LEVY FOR CONSTRUCTION PURPOSES.

THERE ARE THREE SEPARATE PROPOSITIONS TO BE VOTED ON.

WE ASK YOU TO APPROVE A SCHOOL, 2% LEVY FOR FIVE YEARS (1951-1955) TO GUARANTEE A QUALITY EDUCATIONAL PROGRAM.

FOOD SERVICE DEPARTMENT



Dr. E. P. Edwards, director of Cleveland Heights Board of Health, begins annual physical examination of school cafeteria employees

CLEVELAND HEIGHTS PUBLIC SCHOOLS
Department of Cafeteria Employees

Post: Mrs. John Doe Date: Aug. 22, 1949

Address: 2000 Elm Street Apt. 5/14/49

Vision without glasses: Right 20/40 Left 20/40

Vision with glasses: Right 20/20 Left 20/20

Hearing: Right 0 Left 0

Base: Normal Left 0

Teeth: Good Right 0

Thyroid: Normal Right 0

Heart: Normal Right 0

Pulse: 60 Right 0

Arteries: Normal Right 0

Blood Pressure: Normal Right 0

Uric Acid: Normal Right 0

Stool analysis: Normal Right 0

Recommendations: Normal Right 0

E. P. Edwards M.D.

- d. Ventilation, light, soundproofing, sanitation
- e. Grievances.
- f. Retirement and pensions.
- g. Hospitalization.
- h. Uniforms and work aprons.
- i. Meals.
- j. Rest room facilities.
- k. Payment for vacation days.
7. Building pride in the job.
8. Creating a desire to stay on the job and with your organization.

Does that seem like a large order? Probably each of you is already doing all these things but a review of your organization policies, problems, and future plans is always a good idea. A capable personnel director suggests taking a "human inventory." We all take inventory regularly of food, supplies, and our equipment. It is also a wise idea to take an employee inventory. Such an inventory need not be complicated, and if correctly taken will give you an up-to-date report on your employees that will be valuable to you.

For example, you can rate the employee as high, satisfactory, below standard, or unsatisfactory on the following points: attendance, appearance, ability to get along with others, quality of work, personality, and attitude toward the work. You can think of other points that can be listed to give you the information you want.

Along the same line of thinking is an inventory of what your employees think of you, their co-workers, their managers, the working conditions, and other factors of the job. I heard the president of a large well-known corporation discuss the values and results of such a survey that had been made for his company by a local college group. Questionnaires were sent to the employees' homes to be filled out at their leisure and returned unsigned to the college for tabulation. The report was full of brickbats and bouquets, pathos and humor. The company learned a great many things of value and had a private peek into the thinking of its many employees.

While teaching a waitress training course, I asked each member of the class to answer a simple list of questions. I was trying to find out a few personal things about each one in order to plan better the subject matter of the course to fit their needs. However, the answers gave me some enlightening insights into their way of life and their personal thinking.

All reported they liked their jobs, mainly because they liked people. All had hobbies ranging from dancing and the theater to collecting hand-painted china. All had a "pet gripe" at home and on the job. The gripes on the job were all related to the behavior of other people—lack of team work, difficult customers. All were interested in self improvement. They were interested in doing the job in an easier way, and in improving their personal appearance.

You, too, will find it interesting to know what each of your employees thinks about at home and at work.

Likewise the employees should know what you expect of them. They should know exactly what their job requires, should be taught the proper use of mechanical and manual equipment, the short cuts that make the job easier, and how

YOUR RESPONSIBILITY TO YOUR EMPLOYEES

Set high standards and keep your policies fair and workable



By MARY FARNAM
Editor, Food Service Department,
and Director of School Cafeterias,
Cleveland Heights

DO your employees work with you or for you? Are they interested in their jobs and their part in the organization? Or are they just watching the clock while going through the motions of working because they have to work and want that pay check? Do you have a constant turnover in all your cafeterias in all jobs, in the part-time jobs, or in one particular cafeteria? Or do the majority of your employees come back year after year, with the part-time employees eventually becoming full-time employees?

Do your employees tell their friends that a similar job will be a good job if they can get it? Do they suggest that their friends join your organization? These and other questions in the same vein, if answered sincerely and honestly, give you your score as an employer.

Cafeteria employees are human beings and people first and employees second. They work because they have to and need the money, but why do they work in your cafeteria? It must be because they like their job, their co-workers, their manager, and enjoy being part of the

group. Everyone must have an interest in and a respect for his own job, plus the ability and enthusiasm to see it through successfully. As a manager or a director you must share and inspire the same feelings in each one of your employees. You must be sincere and understanding. Whenever you hire someone, no matter what the job, you are employing not just a pair of hands but a person with an individual personality.

In this changing world, the attitude and interests of our employees have changed, too. They have more outside interests, and each outside interest dilutes the interest in their job. No longer is it the most important factor of an employee's life. Because of this increase in interests there is a resulting job restlessness. Employees today seem to be looking always for a more interesting job, an easier job and, if possible, one with no responsibility. The majority of the applicants want to get away from home, do something different from what, of necessity, they must do at home, and yet earn that essential, needed money.

Instead of making a career of the job, it is often a passing stopgap on the way to something else. It has been said that it would be easier for everyone if all the workers in a group were of the same generation. This is because the values of each generation are different, as well as the intensity of interest in the job and in outside interests.

However, the picture is not as black as it may seem. There still are available

capable, intelligent, conscientious, and loyal people who want to work and need to work. The problem is to find them when you need an employee, and to select the right person for the right job. Then show her how she fits into the picture, show her the importance of the job she will do, and show her what her contribution will be to the group. Give her the right introduction to the job—give her the right tools to work with; and stay with her until she gains confidence and the know-how of doing the job right. Then she will feel the satisfaction of giving energy, enthusiasm, and initiative as a member of a team with a shared purpose.

Psychologists tell us people want economic security, humanization, and participation. All three are important but perhaps the human factor is the most important. Keeping these points in mind the following outline will perhaps crystallize some of our responsibilities to our employees:

1. The discovery and hiring of the right employee for the job.
2. The assignment to a particular cafeteria.
3. The training for the job.
4. The promotion possibilities.
5. The wages, the tax, and any other deductions.
6. The working conditions or back-ground, which includes:
 - a. Safety on the job.
 - b. Workmen's compensation.
 - c. Sick leave.

to save time and motion to prevent fatigue. They should have encouragement while they are learning and approval for a job well done. J. C. Staehle, a human relations expert who has made many surveys, found that the most common causes of discontent among workers were the following: failure to give credit for suggestions; failure to correct grievances at once; failure to encourage; failure to ask the employee's opinion; criticism of employees in front of others, and favoritism, either intentional or unintentional.

As important as picking the right person for the right job is being sure the job in itself is right. Most school cafeteria employees are women. A woman's ability to lift is only half that of a man's. No woman should lift more than 35 percent of her own weight. Can the job be done without fatigue, without loafing, or without working at an exceptionally high pressure speed? Explain to the employee the disadvantages of the job as well as the advantages. (Each job has some of both.)

Set Standards High

Begin with the first interview to build understanding, faith, and a sense of justice and fairness, and rule out all possibility for distrust, disloyalty, and lack of cooperation. Make the employee *want* the job and after she starts on the job make her *want* to keep the job and stay with you year after year. Set the standards high and keep the policies fair and workable.

You and the managers and supervisors should set a good example and reflect these standards and policies. Be your own best advertisement for your department. Give the reasons for the rules and regulations. Explain the why and wherefore. Good work and high standards do not come by chance. They are a direct result of providing good equipment and working tools, good quality food products, a friendly introduction to the job, good training; of balancing friendliness and firmness in giving directions and orders. Even a reproof is an opportunity for training and for improving an employee's work.

Build Good Work Habits

Fortunately good habits are as hard to break as bad habits. It is just common sense to try to build and make good work habits. Even the physical element of your cafeteria is reflected in the work your employees can do. Good light, good ventilation, clean floors and walls, sound-proofing, and good rest room facilities, while often taken for granted, influence the quality of the work your employees do.

We should teach safety on the job and sanitation rules as carefully as we teach food production and food service. Good food for the employees is essential. They should be given good wholesome food as it is served on the cafeteria counter, given a quiet clean place to eat at a specified time, away from their working place in the kitchen. We should furnish the employees with good managers or supervisors and good co-workers.

We have always said that "every day is visiting day in every Cleveland Heights school cafeteria." That's a challenge but it is fun when you know that your employees welcome visitors as well as the regular customers. We have encouraged the cooks to visit different schools at the noon hour, and worked out a system to make this possible. There's really nothing like the tonic and discipline of a co-worker's visit. I wish it were possible from a practical and economical standpoint to arrange to have each cafeteria employee visit several other cafeterias of the same type as the one in which she works. I believe the regular substitutes

that go from school to school, as needed to pinch hit, really know the "inside story" better than it is possible for any manager or supervisor or director ever to know it.

Last year we had two menu contests for the employees, one for the high school and junior high schools, since their menus are alike, and one for the elementary schools. Each employee was asked to submit to the six judges a week's menu unsigned but coded by a

number. A first and second cash prize was awarded in each contest and the winning menus served in all schools for two weeks. Publicity was given to the contest in the local paper and in the individual school papers. The employees loved it. Even those who did not enter and those who did not win found the contests a matter of interest and subject for conversation on the job. It added human interest to their work.

What do you do for your employees

beyond the state, federal, and local law requirements? Most cafeteria systems, I think, pay more than the minimum wage rate. Many school systems have special training courses on the school board's time. Some school systems furnish recreational and social opportunities. We all wish we could do more, and we would if we did not have financial limitations. But like other things, much can be accomplished if started in a small way with a blueprint for the future. (Turn)

For more facts use Inquiry Card. S&CM-18B

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It is Garland quality which enables Garland to *out-perform* and *out-economize* the field. And Garland production, by far the largest in the industry, gives indisputable proof that *Garland out-values* the field!

For the best quality and the best buy in restaurant ranges — see your Garland dealer.

All Garland units are available in stainless steel and equipped for use with manufactured, natural or L-P gases.



MODEL NO. 38 GARLAND DINETTE—Sensational value! Features include: large broiler, ample storage space, full size oven, four open top burners, large griddle, convenient drip pans. With or without high shelf. Standard finish is **BLACK PORCELAIN**. Also available in stainless steel.

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DETROIT-MICHIGAN STOVE CO.

REG. U.S. PAT. OFF. Detroit 31, Michigan • Fine Ranges Since 1864

Your Responsibilities to Your Employees

(Continued from page 17)

When our board of education approved payment for three holidays for which payment had not been made before, holidays fell on Sundays! You can imagine the gripes and grumbles from some of the employees! But several years have passed and the good employees who are still with us benefit.

I have heard the subject of physical

examinations discussed pro and con. In my opinion such an exam is a good idea, and is part of our responsibility to our employees. Although neither a state nor local law, we send each of our cafeteria employees to our local health department for a physical examination each year, paid for by the board of education. While the examination is not as complete and

thorough as a trip through a clinic, it is a means of setting a higher standard than if no examination was given.

Our illustration this month shows our health examination blank and one of our high-school employees at the Cleveland Heights City Hall with Dr. E. P. Edwards, director of health services for the city. She tells me that she appreciates the opportunity of having a free physical examination each year. The first year she was in our employ Dr. Edwards sug-

gested corrections on her teeth, which proved beneficial when followed.

As another aid to each employee we indicate her deductions by means of a memo attached to her weekly payroll slip. This memo shows total wages, itemized deductions for hospitalization and retirement funds, and the net amount. Each employee knows about these deductions and expects them to be made, but a written record each week is businesslike.

Instead of social security, all non-teaching school board employees in Ohio belong to a retirement system. Each new employee is given an explanatory letter and a booklet explaining the plan. Although it has only been in effect since 1937, it works. The benefits and pensions paid are far above the returns it is possible for any individual to buy through an insurance company. As an example, one employee who had paid in only \$300 received \$30 a month disability payment until she died 24 months later.

There is a saying that you get what you pay for. But I believe, in addition to cash paid to our employees, we have a responsibility to them as human beings and as people. Perhaps the golden rule sums up the whole matter. But any way you look at it, if you pick the right person for each job, if the job is right, if the supervision is fair and just, if employees are given an opportunity to take pride in their work, and if you let them know you appreciate a good job well done, you will not only meet your responsibility to your employees but will reap rewards.

Teacher's Soup Kettle Provides Hot Lunch

A KEEN desire to see all children well fed led Josephine Harrington, nurse-teacher of the Norfolk Central School in St. Lawrence County, New York, to an ingenious solution of the school lunch problem. Her plan was described recently in *Food Supplies and Markets*. For the children at the central school in town, Mrs. Harrington turned to the regular "Type C" lunch, one-half pint of whole milk. With the help of school authorities, the program was in operation soon after school opened last year.

For the children at the nine rural schools, milk could only partially solve the diet problem. What these children needed was a nourishing plate lunch. But there were no cafeterias in the rural buildings, and there was no homemaking teacher to act as supervisor.

Poring over the problem during the winter holidays, Mrs. Harrington found her inspiration in a kettleful of nourishing soup. She got permission from local school and health authorities to set up a soup kitchen in her own home. To help with the preparation and cooking, she recruited parents, teachers, and teenagers. Local meat markets donated soup bones.

To carry food from the soup kitchen to the schools, the group collected cheese curd cans from local stores. Easy to clean, equipped with tight-fitting covers, these cans hold from five to 20 quarts.

The food that's ready—vegetable-beef soup, or chili con carne, or fish chowder—is brought to the rural schools by school bus drivers. The children supplement their meal with sandwiches, fruit, and milk, and when they're done, the drivers return the empties.

Under the National School Lunch Act, this "soup kitchen" meal qualifies as a "Type B" lunch program, designed for the schools with limited lunchroom facilities. It provides two-thirds as much food as the "Type A" lunch, and part of its costs are reimbursed from national, state, and local sources.

For more facts use Inquiry Card. S&CM-19B



Boys can BE boys with KYS-ITE!

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KYS-ITE wins friends in the kitchen, too. It's quiet, easy to handle and keep clean. Sterilization in boiling water doesn't harm or warp it. The color can't wear off because it's part of the plastic itself . . . not a surface finish that fades or wears away.

Cut your replacement losses with KYS-ITE. There's an item for every type of service. Mail the coupon today.

KYS-ITE
Plastic Tableware
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Serving Trays



KEYES FIBRE SALES CORP., Dept. N-9, 430 Lexington Ave., N. Y. 17
Please send us information on KYS-ITE Tableware ☐ KYS-ITE Trays ☐

NAME

TITLE

NAME OF SCHOOL

ADDRESS

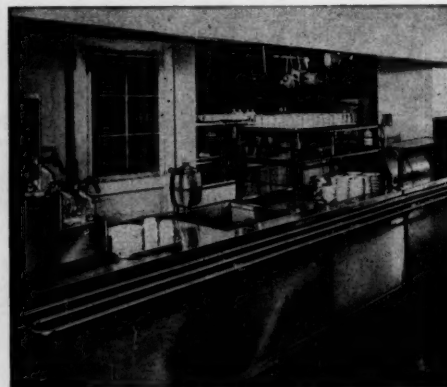
CITY

ZONE

STATE

For more facts use Inquiry Card. S&CM-20B

For better food and quicker service in your cafeteria...



choose equipment by

It's easier, more economical to serve good nourishing meals every day—with equipment by PIX. Let PIX en-

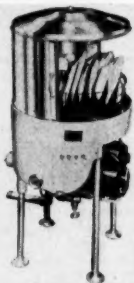
gineers and craftsmen apply their long experience in the school, institutional and industrial fields to your feeding problems. Whatever your requirements, a cafeteria engineered, built and installed by PIX gives you the facilities for serving better meals more efficiently and at lower cost.

Make yours another of the hundreds of outstanding cafeterias by PIX. Send your problem to Dept. W.

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2159 PERSHING ROAD, CHICAGO 9

FOOD SERVICE EQUIPMENT

Consult SCHOOL AND COLLEGE MANAGEMENT Product Information, page 29. Use the postage-free Inquiry Card; indicate key number of item about which you want further details.



Power-Rinse Dishwasher S&CM-440B

Two motors and two pumps provide for both power wash and power rinse in the Jackson model AC-50 dishwasher. Thus the rinse is not dependent upon water pressure in the line. A double-revolving spray distributes water evenly over every article being washed. There is an automatic wash-and-rinse-cycle timer.

This machine has a stainless metal revolving hood which permits straight-through operation or installation in a corner. Dishtable height can be varied by means of extension legs. . . . Use the Inquiry Card or write to Jackson Dishwasher Company, Dept. S&CM-440B, 3703 East 93 St. Cleveland, Ohio.

Portable Coffee Urn S&CM-441B

Colleges, and schools that serve coffee for teachers or community meetings, will be interested in the new "Johnny-on-the-Spot" portable coffee-making urn. It performs the entire cycle of brewing coffee, making 60 cups. It boils its own water, and utilizes a red light to signal that the water is boiling. A white



light signals coffee at proper drinking temperature. The glass tube indicates coffee level. This 25-pound urn features a unit which is easy to clean and guaranteed for life. It plugs into any AC or DC outlet. . . . Use the Inquiry Card or write to Tricolator Company, Inc. Dept. S&CM-441B, 230 Fifth Ave. New York, New York.



Service Cart S&CM-442B

This attractive, sturdy cart has a variety of uses in school and college lunch-

rooms. It is also handy for distributing milk to pupils at various times of the day. The Lazy Daisy carry-all cart can be wheeled without effort even with a load of 250 pounds. Semi-pneumatic balloon-type rubber tires and cam brakes on the two swivel wheels make it easy to control.

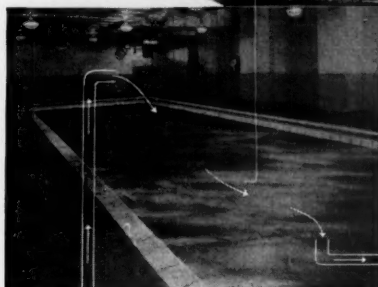
Cart has a 23 x 19 x 5-inch-deep compartment with a removable aluminum tray in the bottom. The durable laminated plastic top serves as an extra shelf

when it is removed and fitted into rails provided for it above the wheels, as shown above. . . . Use the Inquiry Card or write to Lazy Daisy Products, Dept. S&CM-442B, P. O. Box 114, Michigan City, Indiana.

ENERGETIC young salesman: "Yes, I'm a mind reader. I can tell exactly what you're thinking."

Purchasing agent: "In that case, I beg your pardon."

For more facts use Inquiry Card. S&CM-21B

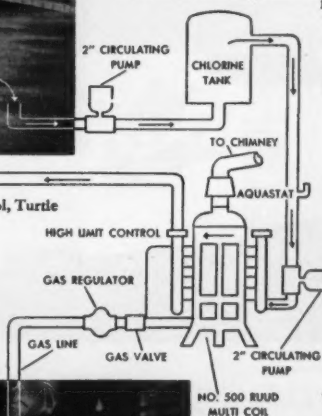


Sixty-foot by thirty-foot swimming pool, Turtle Creek, Pennsylvania, High School.

Maintenance Superintendent Fred M. Schmitt discusses Gas Waterheater operation with R. N. Spear, Ruud Mfg. Co. Gas Waterheater at left furnishes hot water for showers, washrooms, etc.



Schematic arrangement of recirculating system using single Gas Waterheater for tempering water in swimming pool.



ECONOMY is an important feature in the operation of Turtle Creek High School pool—the economy of water-heating with GAS, plus the continuous recirculation of 50,000 gallons of water.

Pool water-temperature is maintained at a constant 78° and the water is pumped through the system at the proper rate for chlorinating and reheating. The Gas Waterheater is automatically controlled to compensate for all operating variations.

But the pool system is only one of three Gas Waterheating installations in the school. Hot water, for gymnasium showers and the school washrooms, is furnished by a Ruud #5 parallel-flow Gas Waterheater utilizing a 750-gallon tank for off-peak storage of water for showers.

In the school stadium a third Gas Waterheating installation in the dressing rooms includes a Ruud #500 M. C. Waterheater connected to a 1000-gallon storage tank to accommodate peak demand from showers.

These three systems demonstrate the flexibility of Gas Waterheating Equipment and the versatility of GAS for automatic supply of hot water for all requirements. Your Gas Company Representative will give you complete details.

Illustrations courtesy Ruud Manufacturing Company, Gas Waterheating Equipment and Heating Boilers Installation by Gray & Duquette, Turtle Creek, Pa.



AMERICAN GAS ASSOCIATION

420 LEXINGTON AVENUE, NEW YORK 17, N. Y.

A NEW central steam heating plant at Slippery Rock State Teachers College (Pennsylvania) is being designed and built by the Rust Engineering Company.

Two new boilers together with a third to be salvaged from the present plant will be installed, since the present facilities are entirely inadequate to heat the college buildings. The school, with a current enrollment of 867 full-time students, is fourth in size among the 14 state

teachers colleges in the state of Pennsylvania.

A new three-story, brick and steel frame building, 70 feet wide and 80 feet long, to house the complete installation will be built adjacent to the athletic field. The basement at the athletic field level has been planned so that it can be used as a locker room and field house with laundry facilities being installed on the main floor.

A new radial brick chimney, 175 feet

high with an inside diameter of six feet at the top, will also be constructed for the new plant.

The new boilers are designed for a 20,000-pound-per-hour continuous rating, and a four-hour peak rating of 25,000 pounds per hour, to operate at a steam pressure of 120 pounds per square inch. Specifications call for cross drum, water tube, bent tube boilers equipped with water-cooled furnaces and fired by single retort underfeed stokers.

Philadelphia Program Of Testing Describes Individuals

By HANS C. GORDON
Educational Research Division
Philadelphia, Pennsylvania

Condensed from
Curriculum News and Views

OO frequently school testing programs and records are merely figures and dry facts, useful of course for their immediate functional value, but of no educational creative use, of no permanent value. The testing program in the Philadelphia schools, developed over a period of 25 years, is a live record—of use in more accurately defining the problems of pupils, a source to which teachers can go to find and plot the answers to needed adjustments in school programs.

There is no atmosphere of the dreaded report card about our records. Pupils and parents learn how the test scores are interpreted. After the administration of a test in the fundamentals of arithmetic, for instance, a pupil prepares his own profile graph so as to concentrate his efforts on the most effective points. In grades four to six, report cards tell parents what the test scores are. In secondary schools profile charts of aptitudes and interests are prepared, studied by pupils, and sent home to parents.

A Practical Picture

In other words, our testing program paints a picture of the pupil. It is a picture both he and his parents can understand as it is related to such a practical matter as occupational choice. It enables teachers and counselors to plan with pupils and parents the proper selection of curriculum and recreational offerings. It is consulted in such matters as the placement of pupils in rapid and slow progress classes, the analysis of pupil needs to be met in core programs, and the analysis of whether the youngster should be off to an academic high school or to a vocational school.

In grades seven to 12 the testing program is broadened to include measures of general aptitudes, interests, and adjustments. These, added to the child's record of growth in the fundamental skills of arithmetic, problem solving, reading comprehension, spelling, and general verbal ability, give a candid, vivid, and useful portrait of the boy or girl. The complete test record is interpreted by referring all individual records to the standards set up by the actual Philadelphia school population.

Cumulative Record Helps

The cumulative record of test scores, except for confidential information such as that contained in adjustment inventory records, is accessible to qualified persons in each school. They are used only as counselors and teachers skilled in interviewing might need them to focus the blurred outlines of a pupil's problems in their search for solutions.

The broader aspects of evaluation of pupil growth are completely in the hands of the staff of each school. Teachers, in making a complete evaluation, use not only the records of city programs, but also give specific programs of their own, including standardized tests.

Our system also does away with much burdensome clerical work involved in testing programs. Pupils score tests in fundamentals of arithmetic. About 90 percent of the tests administered in secondary schools are scored by machine in the central office. Nearly all tests are recorded on forms that require only the entry of a very simple symbol.

For more facts use Inquiry Card. S&CM-22B

IS YOUR SCHOOL almost MODERN?

What's the picture in your school's home economics department? Is its curriculum up-to-date, or does it lack some vitally important features?



Most school officials today recognize the fact that the automatic Electric Range plays an increasingly important part in the American home. Surveys show that most schools with modern home economics departments give attention to the teaching of Electric Cooking. They know that students from homes having modern Electric Ranges want to learn their proper use. And it follows naturally that to teach them properly, the Electric Ranges in your school's home economics laboratory must be of the most modern type, equipped with the best features now available. Old, outdated ranges or makeshift substitutes will not suffice.

You want your school right on top, so equip it to teach modern Electric Cooking! Talk with your local electric service company or electric appliance dealer for full information.

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New Floor Plan Booklet— FREE!

To help you in planning or remodeling the home economics laboratory of your school, we offer "THE MODERN HOME ECONOMICS DEPARTMENT"—a fine collection of floor plans from schools throughout the country. These include practical, working designs of home economics laboratories in actual use, as well as model plans for new rooms. A copy is yours for the asking. Use coupon!



ELECTRIC RANGE SECTION

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Please send me, absolutely FREE, copy of "THE MODERN HOME ECONOMICS DEPARTMENT"—home economics laboratory floor plan booklet.

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One High School Surveys Television's Effect on Pupils

FIGURES of significance to educators, parents, and broadcasters alike have been released by the Burdick Junior High School in Stamford, Connecticut, as a result of a survey of its students. They indicate that television occupies an extremely important place in pupils' lives.

According to Principal Joseph J. Franchina, the immediate purposes of the survey were to determine the part television is playing in the lives of school children and to explore ways in which it ultimately may be used constructively in the field of education. Television presents new problems for everyone, and the first step toward their solution lies in a better national understanding of its sociological impact, he noted.

The students' answers will be examined at a later date to see if there is a correlation between the time spent in looking at television and the quality of scholastic work. But Stanley C. Poltrack, vice-principal, who supervised tabulation of the results, noted that no attempt was made to measure mathematically the degree of change which television may have made in the habits of children. Such measurement is apt to depend too much on the memory factor and invite a considerable margin of error.

The survey was taken as part of regular classroom work. Four hundred and forty-seven students filled out the questionnaire. Here are some of the results.

Television in Education

To the question of whether a television program ever had been made a part of a homework assignment, students with home sets replied:

3 regularly
68 sometimes
150 never

A minority submitted suggestions as to specific programs which could supplement courses in science, English, social studies, music, home economics, shop work, and physical education.

A majority believed that types of programs such as vaudeville, amateur hours, comedy, drama, and films could be adapted to use in school.

Set Ownership

Out of the total participating:
223 had television sets at home;
224 had no television sets at home
Of the 224 not having sets of their own:
130 looked at television regularly on a neighbor's set

Length of Ownership

Of those having television sets at home:
94 had had set less than six months
49 had had set for more than six months
80 had had set for more than a year

Hours of Viewing

Of those with sets in their homes, average amount of time spent looking at television was:

3.86 hours daily
3.7 hours Mondays through Fridays
4.2 hours Saturdays
4.3 hours Sundays

Of those who look at a neighbor's set, average amount of time spent looking at television was:

2.64 hours spent daily
2.5 hours Mondays through Fridays
3.0 hours Saturdays
3.0 hours Sundays

Homework of Those with Home Sets

On the question of whether television made it more difficult to find time in which to do homework:

24 yes
197 no

On the question of when the homework is done:

6 after looking at television
190 before looking at television
27 between programs

On whether parents have ever told student they believe television interferes with doing his homework:

16 regularly
110 sometimes
96 never

On whether the student thinks televi-

sion interferes with completion of his homework:

8 often
55 once in a while
60 seldom
99 never

Reading of Those with Home Sets

On whether television has affected amount of time devoted to reading:

14 devote more time
154 devote same time
51 devote less time

Eating Supper for Those with Home Sets

On whether they ate supper while looking at television:

12 regularly
64 occasionally
38 infrequently
106 never

Program Preferences of Those with Sets

On who selects the majority of programs students see:

74 selection made by students
89 selection made by parents (Turn)

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Please send us full information regarding your new line of professional cutlery.

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ADDRESS _____
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School Television Survey

(Continued from page 21)

59 selection made by both student and parents

On types of programs preferred, order was:

1. Feature films
2. Sports
3. Vaudeville shows

On specific programs enjoyed most, order was:

1. Milton Berle
 2. Ed Sullivan's "Toast of the Town"
 3. Six-Gun Playhouse
 4. Wrestling
 5. Captain Video
- On question of whether some types of programs become boring to students:
- 184 yes
 - 87 no
- On types of programs specifically listed as most boring, order was:
1. Discussion programs

2. Vaudeville shows
 3. Musical programs
- Outside Activities of Those with Sets**
On whether they devoted more, less, or the same time to specific outside activities:
- | More | Less | Same |
|------|------|------|
| 25 | 150 | 25 |
| 94 | 52 | 36 |
| 86 | 46 | 39 |
| 100 | 10 | 50 |
- On whether television had increased

student's interest in events outside of the school and home:

186 yes
36 no

On how much they listened to the radio after their families had television:

4 more than before
47 about the same
94 much less
75 hardly ever

We Feel We Have a Sensible Classroom Lighting Program

By RALPH W. PROCTOR
Superintendent of Schools
Braintree, Massachusetts

AFTER experimenting with the lighting in our old schools we are installing eight-foot Slimline fluorescents in three rows in our new classrooms, which are 30 feet wide. They all use 1,500 watts, deliver 28 foot-candles of light, cost \$590 per room to install, and cost \$40.50 per year to operate. (We estimate 900 hours' use at 3¢ per kilowatt.)

This contrasts with the costs of installing four rooms of three incandescents as follows: incandescents would use 6,000 watts, cost \$350 per room to install, and \$162 per year to operate.

Although fluorescent costs \$240 more per room to install, it gives 20 percent more light, and saves \$121.50 per year on current cost. This offsets the additional installation cost in two years.

Higher maintenance costs on fluorescents may somewhat modify the above figures, but certainly not sufficiently to justify the short-view policy of many building committees who select incandescent simply because of lower first cost. They burden the school operating budget forever after with such high current costs that restrictions on use of lights defeat the purpose of the installation.

In our old 22-foot classrooms we left the outside row of old incandescent fixtures to supplement window light. We installed one continuous row of two-tube shielded fluorescent fixtures, six feet from inside wall. By this arrangement the window light is supplemented by the inside fluorescent row to give a minimum of 30 foot-candles even on cloudy days. Six four-foot fixtures add only 500 watts, which is within the capacity of old electrical circuits. Foot-candles increased four times while electrical power doubled.

We treated our old 28-foot classrooms in much the same way, adding a second row of two-tube fluorescents nine feet outside the first row to accomplish a similar result. This added 1,000 watts.

In our high-school classrooms, which are used also at night, we installed two rows of fluorescents to replace the old incandescents.

Cooperative Planning

PRACTICALLY everybody in the community is helping to plan the \$18,000,000 school building program in Prince Georges County, Maryland, reports the *Educator's Washington Dispatch*. Parents are insisting on a cafeteria which the board of education had not planned to include. An 18-year-old student urged a gymnasium, shower rooms, and lots of play space; and one of the janitors asked for more storage space on floor level for cleaning supplies.

Tom S. Gwynn, county school planning director, says that the architect has gathered up all the ideas that have been presented. He is working on blueprints which will be shown again to the laymen before any real work on the buildings is started.

For more facts use Inquiry Card. S&CM-24B



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—here's the simple secret

Just add Kitchen Bouquet. It gives extra rich brown color, brings out the full deliciousness of the meat flavor. Contains no vinegar, no artificial flavorings to "smother" the true taste of the meat. And here's another tip. When roasting meat at low temperature, always brush lightly with Kitchen Bouquet, before cooking. Meat will brown beautifully on the outside.



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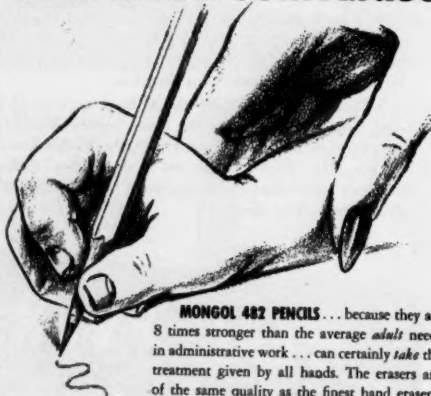
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LEADERSHIP IN FINE WRITING MATERIALS

New England Holds Business-Industry Lab For Teachers

THE largest business and industry field laboratory for teachers ever initiated in New England was held recently in an area of Hartford, Connecticut, sponsored by the Chamber of Commerce. According to *The New York Times*, the project is expected to mark a new chapter in elementary and secondary school vocational guidance in that area.

From 8:30 to 3, teachers were instructed by top-level management officials of 70 concerns on how business and industry operate and what some of their problems are. Two and a half hours in the morning were spent inspecting the plants while various technical operations were explained. Then lunch, with the respective firms acting as hosts, followed. Afternoon sessions were devoted to discussion, with officials explaining their problems and teachers asking questions.

The program was planned to eliminate waste motion and wasted human resources by attempting to place the right young person in the job for which he is best fitted. To make it even more effective, the plan is expected to continue as a two-way affair, with management representatives visiting the schools to find out what problems the educators are facing.

Another hoped-for result of the project is better school-community relations. Taxpayers may be more inclined to support generous educational appropriations if they can see concrete results in terms of job placement and career opportunities.

The field laboratory required months of preparation. Teachers and management received intensive briefings in their respective roles. School officials decided which teachers would visit the various offices. Where practical the teachers' preferences determined where they would go.

Film Experiment in Nebraska Nearly Complete

THE Nebraska Program of Educational Enrichment through the Use of Motion Pictures is completing a four year study of the effects of motion pictures in the secondary school subjects of general science, biology, physics, world geography, world history, American history, and modern problems.

The study began in 1946 under a grant from the Carnegie Corporation with additional assistance from the Motion Picture Association of America and several major producers of instructional motion pictures.

Each year, the experiment has involved from 30 to 35 high schools located all over Nebraska. About 4,500 students and 250 teachers have been directly concerned with the experiment each year. Various tests have been used in control and experimental classes with results measured over a period of a full school year.

The study shows that while motion pictures are exceedingly valuable for providing supplementary or enrichment material, their contribution to the usual aspects and objectives of instruction is not so clear. This may be due in part to the kinds of instructional films presently available in some subjects, the insufficient preparation of teachers in these subjects, and the inherent characteristics of the subjects themselves.

Other implications of the study are:

1. The present pre-service preparation of teachers is frequently inadequate to

enable them to recognize fully the potential value of the motion picture to teaching.

2. Many public school administrators will have to revise their opinions that the use of films just constitutes a current fad.

3. A greater number of motion pictures found to be effective for each of the various subjects will have to be provided for students in many cases.

4. School building planners will have

to provide facilities for showing films in all classrooms.

5. State departments of education will probably include certain standards in regard to instructional material for accreditation, and supervision visits will probably be given in this area.

6. Continuous research will have to be carried on to find out if new motion pictures, better prepared teachers, and better physical facilities bring about changes in effectiveness.

THE bulletin of the superintendent in Midland, Michigan, was used to give new teachers information to make their start in Midland easier. A map of the city was included. That issue supplemented the official *Handbook of Information for Teachers*, compiled by the Teachers Club. Later issues of the bulletin with pertinent information on community and school activities, and the conducting of tours of the community for new teachers, continued the welcome.

For more facts use Inquiry Card. 8&CM-27B



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Television

A teaching aid for the classroom

Today in many areas reached by television, school administrators, station program directors and parents are planning together for effective programs to be received in the classroom during school hours.

The natural choice for classroom television receivers is RCA Victor, just as RCA is the source for everything in television for schools, colleges and universities—from studio and broadcast equipment to classroom receivers. RCA Victor television is dependable. It's Million Proof . . . proved in over a million homes.

The big 19-inch television pictures of the RCA Victor models illustrated here are ideal for use in the classroom.

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We'll be glad to send you full information on these and other RCA Victor television receivers. No obligation, of course. Mail the coupon today.

EDUCATIONAL SERVICES

RCA VICTOR



DIVISION OF RADIO CORPORATION OF AMERICA, CAMDEN, N. J.

Educational Services, Dept. 81-I
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Please send me detailed information on RCA Victor television receivers for use in the classroom.

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APPRECIATION of the value of the kindergarten has reached a new high at Grandview, Ohio. Edward L. Hoon of the Ohio Education Association reports that this suburban community has a brand new kindergarten building tailor-made for five-year-olds.

Two rooms of the one-story building have been constructed. Eventually two more will be added, with each room located on the legs of an X. The kindergarten is across the street from an ele-

mentary school, but kindergartners are kept in their own one-story building.

A home-like atmosphere is created by a fireplace placed inside the front door. Instead of a school office, there is a comfortable room with desk, sofa, and armchairs for conferences with parents.

Each of the well-lighted, soundproofed rooms has a refrigerator, sink, and stove. They are equipped to help children learn how to wash dishes, set the table, and cooperate in keeping their rooms clean.

Everything has been scaled down to miniature size, including tables, chairs, lockers, drinking fountains, and toilets. Light switches and plugs are high up on the walls and out of youngsters' reach. Radiant heating keeps the classroom floors warm during winter and spring.

Each room has a door which leads to a grassy yard complete with a concrete runway for tricycles and wagons. A steel fence surrounding the yard keeps children from wandering into the street.

For more facts use Inquiry Card. S&CM-28B

For more facts use Inquiry Card. S&CM-29B

Is There Anything More Acute than Today's Teacher Shortage?

AFTER three years of factual publicity on the conditions in the elementary schools, a few communities are on the way to solving the problem. Most communities, however, are not even trying to solve it. They may have PTA's, citizens committees, or even American Education Week, but they are not doing anything fundamental to get good teachers for their children. There has never been a time in our history when people have talked more about good schools and done less to get them, according to Ralph W. McDonald, executive secretary, National Commission on Teacher Education and Professional Standards.

The shortage of qualified teachers, especially for the elementary schools, is the Number One Problem of education; in real importance, it is probably the nation's Number One Problem, he says.

Largest Class Not Big Enough

The largest class of college graduates in the nation's history, which emerged this June, included only one-fifth the number of new elementary school teachers needed this fall. This fact is revealed by the National Teacher Supply and Demand Study for 1950, recently completed by the NEA's Commission on Teacher Education and Professional Standards.

Only 22,460 new elementary teachers were graduated, and not all of these will teach. The schools need a minimum of 100,000 new elementary teachers this fall.

With elementary school enrollment expected to increase by almost a million children, the elementary teacher shortage next year will be the worst in the history of our schools. The shortage is most serious in the primary grades.

There is no possibility whatever of securing enough qualified teachers for the elementary schools of the nation. They just do not exist. The elementary schools are being held together by a diminishing corps of qualified teachers who are overworked and harassed almost beyond human endurance. They are getting older and wearier as their work is made heavier by the avalanche of increasing enrollment. Their work is made still heavier and less effective by employment of tens of thousands of unqualified persons to teach beside them.

Oversupply in High Schools

The situation in high-school teaching is entirely different. The colleges graduated 84,730 who meet the legal requirements for high-school teachers. Since our high schools will need not more than 30,000 new teachers at most, there will be a huge oversupply of certificate holders.

But the oversupply is largely an illusion since thousands of graduates who can secure certificates are not qualified to teach and have no intention of becoming teachers. They took a few perfunctory courses in professional education along with their regular college programs just so they could meet the minimum requirements for teaching certificates. Only 54 percent of the new high-school certificate holders graduated from colleges that are accredited for the professional preparation of teachers. Thus, there are thousands of "hit-and-run" teachers, or rather certificate holders, in the 84,730 graduates reported for high-school teaching. Thousands of these drifters will drift on into teaching jobs for a year or two, thus demoralizing the schools even more as a result of their sojourn as tourists. Mr. McDonald's conclusions are based on a 36-page report, "Teacher Supply and Demand in the United States, 1950," with information for each state.

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DURABLE TUBULAR DESKS AND CHAIRS provide multiple study groups in one room!

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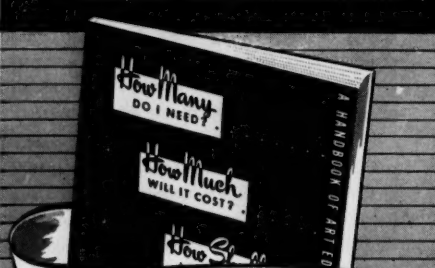
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How Irate Pupils Routed Poison Ivy In Great Neck, N. Y.

SELF-DEFENSE was the motivation for a campaign conducted by Club 12, a sixth-grade group in Kensington school, Great Neck, New York. The offender was poison ivy. Half the school was scratching or having to be painted with lotion, according to Gertrude Pingree's article in *Safety Education*.

The pupils were indignant at a class meeting. Money enough, they felt, was spent on good roads, beautiful gardens, and civic improvements. Why should Great Neck continue to be filled with poison ivy?

But the "children-don't-seem-to-count" attitude was quickly superseded by a more positive one. We'll do something about it, the pupils decided.

First aim of the project was to obtain a strong foundation for their cause. They interviewed druggists, doctors, the school nurse, and other children. And they found that an average of \$1,500 a year was being spent on lotions in Great Neck. Hundreds of school hours were being lost and many uncomfortable hours spent in suffering. School work was being affected by loss of sleep from itching.

Research on Subject

Then the children sent for authoritative information on how to distinguish poison ivy from similar plants, and how best to get rid of it. They wrote, all 26 of them, to many sources—Cornell, Amherst, University of New Hampshire, the Federal Department of Agriculture, the Food and Drug Administration, and to manufacturers.

Armed with the facts which would arouse the interest of the townspeople and with information as to how to identify and destroy the plant, the youngsters set about bringing the matter before the adults.

Two children were appointed to interview the editors of two local weeklies to persuade them to give the campaign their sanction and to publish articles. They were successful. The editors' sympathy to the project was possibly enlisted because both children who visited them were afflicted with ivy poisoning.

The first newspaper article gave people an accurate description of the poison ivy plant, warning them about plants with which it might possibly be confused. Poison ivy, the article stressed, has three leaves which are not uniform in shape; one side may be jagged in contour while the other is smooth, and no three leaves on the stem are ever the same.

Method of Eradication

From material received in answer to the children's letters, nontoxic ammate (ammonium sulfate) was selected as best for eradication. Visits to the local hardware stores assured the children that weed killers could be bought. Again the newspapers were brought into the picture to tell people how to kill the ivy. It was pointed out that a gallon of ammate, with spray, will destroy 1,000 square feet of ivy, the part of the plant that is in the ground as well as that above the ground.

Next the children enlisted the help of the police, who were asked not to cut the weed because the roots will grow again. They were also requested not to burn it because the poison may be carried in the smoke and infect people in its wake; and smoke may also spread the plant wherever the wind takes it.

Since Great Neck is a town of nine incorporated villages, each of the nine mayors had to be interviewed. They

promised that if five places could be found in each village where poison ivy grew, the matter would be looked into. Of course the enterprising youngsters found the necessary spots, and in return they obtained letters stating that the mayors would eliminate poison ivy on the streets and other public property.

As a result of the publicity and interest aroused, the club received letters asking for help in identifying the ivy, in ways of getting rid of it, in types of

treatment. And the children—who had read all the pamphlets and information that came in answer to their original letters—were able to answer the people's questions and enlist their help in the cause.

A woman wrote that she knew of a natural antidote for poison ivy, and so was invited to speak at school on the subject. Her talk was on the "jewel weed" plant which grows in close proximity to poison ivy, and which contains

in its long, glassy, transparent stem a liquid which will take away the poison when rubbed on the infected area. Drama was provided when a pupil from another room allowed himself to be used as a guinea pig—with satisfactory results.

The earnest children used many other devices to prosecute their campaign. They gave talks before civic organizations. They composed ratty songs describing poison ivy and its dangers, to the tunes of "Three Little Maids from

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HOME FREEZING INVADES SCHOOLS



The modern home economics curriculum now includes food freezing and storage, using home freezers—a new subject which is sweeping the country like a cold wave

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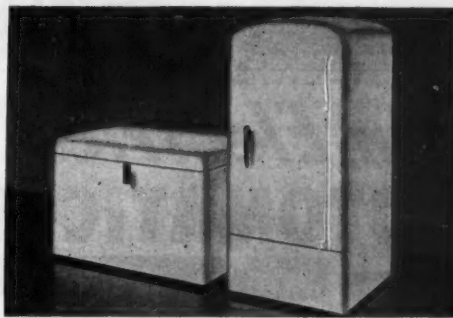
Home economics teachers, members of school boards, and other school officials may get complete information about this appliance and about how to equip their home economics departments with it, from local electric service companies, appliance sales organizations, or by writing to any of the manufacturers whose brand names are listed below.

What is a Farm & Home Freezer?

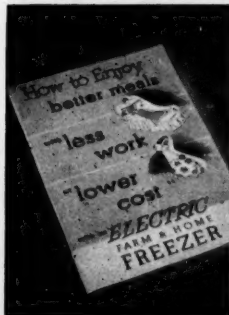
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YOUR NAME

NAME OF SCHOOL

STREET & NO.

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(Continued from page 25)
School" and "Tit Willow." Posters they placed in drug store and hard-ware store windows promoted use of displays along with them. The school bulletin board was kept filled with magazines and newspaper articles on the treatment of infection and elimination of the ivy.
Great Neck may still have some poison ivy. But people are aware of the need for eliminating it and much good work was accomplished by the sixth-grade group.

Audio Materials Available

AUDIO materials for use both with textbooks and by themselves are now being produced by Audio Education, Inc. This new company is jointly owned and managed by the American Book Company and Decca Records, Inc. who are pooling their specialized educational and technical resources. The records will be manufactured by Decca and distributed to the schools by American Book.

First release of Audio Education includes a series of records for grades two through six for use with *The American Singer Series*, basal music books for classroom use. The records contain information to assist both teachers and pupils. Also issued by the company is "Typing to Music," a two-album release for use independently of any textbooks. The company plans to develop good audio materials for all subjects in the curriculum.

Excellent Booklet Urges Consolidation In Ramapo, N. Y.

TO help campaign for the Ramapo, New York, District No. 2 Centralization Proposal, a comprehensive, lively little brochure was issued, titled "The Central School District Proposal . . . What It Means to You as Parent, Voter, Taxpayer." The booklet is clear, invitingly attractive, and modern looking as the schools it advocates.

Have our schools kept up with the times? Why must something be done about them, the booklet asks? And then it answers. A crowded, hazardous classroom in a neighborhood two-room school is seen beside a modern, rural-school classroom from elsewhere in the same state. Photos of the old inadequate schools are followed by pictures of a new, functional rural grade school and a line-up of modern school buses waiting for their passengers. Need for adequate space and equipment is linked to the character of the well-rounded young people the schools wish to produce.

What are our neighbors doing, asks the text beside a sketch showing the voters peering through spy-glasses across the borders of their own districts and into neighboring ones. They have consolidated, of course!

And then the brass tacks enter and the booklet gets right down to them. It discusses the condition and needs of each existing school in the districts contemplating centralization. It considers control of a central district. It tells how much the new system will cost and how much it will save. It discusses state aid for the plan. And it includes a chart summary of long-term financial planning for the proposed centralization.

The booklet is practical. Readers are urged to sign the petition for centralization. Names of the central school district committee members are given and citizens are urged to contact them for further information. Bound into the booklet is an addressed business reply card requiring no postage and containing the inviting words "I would like to know. . ."

TO promote better school-community relations, schools of five districts in New York City displayed student work in the store front windows of community businesses. More than 40 merchants and businessmen donated space for two weeks.

The exhibits clarified the work done in various areas of learning—arithmetic, reading, remedial work, languages, creative work, and social studies.

Most of the schools use window space in stores in their immediate neighborhoods, but an over-all display combined with a civic exhibit was featured at a local department store. Drug stores, groceries, furniture stores, candy stores, and banks are just a few of the business organizations that cooperated.

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Consult SCHOOL AND COLLEGE MANAGEMENT Product Information, page 29. Use the postage-free Inquiry Card; indicate key number of item about which you want further details. To buy books write directly to the publisher. Please mention SWCM.

For Administrators

Your Schools. By William W. Caudill. Bulletin of Research Project No. 193, Texas Engineering Experiment Station, Dept. S&CM-200B, College Station, Texas. 43 pages. Free within state; \$1 for out-of-state distribution.

The research architect for the Texas Engineering Experiment Station, who is also a practicing architect and a teacher at Texas A & M College, presents the principles according to which any long-range school building program should be planned. The three chief factors to be considered by any community that wishes to formulate an intelligent school building program are education, architecture, and finance.

Under these three headings, the author poses eight questions which the educational administrators, architects, civic leaders, city officials, and all interested citizens must answer before their planning can begin. They include determining what the community's educational policy will be, estimating how many children will be served, deciding where the schools will be located and to what extent the old buildings can be used, and, finally, correctly estimating how much money can be raised.

Many charts, graphs, and pictures illustrate each point the author makes. Here is a practical, realistic, easy-to-understand approach to the school building problems our cities face today.

Patterson's American Educational Directory. 1950 edition. Field Enterprises, Inc. Educational Division, Dept. S&CM-201B, 35 East Wacker Dr. Chicago 1 Illinois. 1,094 pages. \$7.50; discount for orders of 5 or more.

This nationally recognized listing of schools, colleges, universities, libraries, and administrators has undergone a complete revision to bring it up to date. J. Morris Jones, managing editor of Field's educational publications, directed the revision program. The new edition contains the names, titles, and addresses of over 50,000 educational administrators.

Guidance

Partners in Education: A Guide to the Study of Home-School Relationships. By a committee of the National Conference on Family Life, Muriel Brown and Ruth Cunningham, co-chairmen. Association for Childhood Education International, Dept. S&CM-202B, 1200 Fifteenth St. N.W. Washington 5, D. C. 36 pages. 75¢.

So You Think It's Love! By Ralph G. Eckert. Public Affairs Committee, Inc. Dept. S&CM-203B, 22 East 38 St. New York 16, New York. 32 pages. 20¢.

This pamphlet warns teen-agers against some of the romantic misconceptions about love, tells what it is and how it develops into a lasting relationship. They are given specific advice on courtship problems common to their age—dating, dancing, necking, and going steady.

SCIENCE Research Associates. Dept. S&CM-B, 228 So. Wash Ave. Chicago 4, Illinois, presents five more pamphlets in its "Life Adjustment" series. They discuss problems in living that perplex young people in grades nine to 12. Each, 48 pages. 60¢ each; discount for quantity orders.

Enjoying Leisure Time. S&CM-204B. By Dr. William C. Menninger. **Should You Go to College?** S&CM-

208B. By W. Lloyd Warner and Robert J. Havighurst.

Looking Ahead to Marriage. S&CM-206B. By Clifford R. Adams.

Money and You. S&CM-207B. By J. K. Lasser and Sylvia F. Porter.

Growing Up Socially. S&CM-205B. By Ellis Weitzman.

For Librarians

Magazines for School Libraries. By Laura Katherine Martin. Revised edi-

tion. H. W. Wilson Company, Dept. S&CM-209B, 950 University Ave. New York 52, N. Y. 196 pages. \$2.75.

Magazines for elementary and secondary schools are appraised here.

AMERICAN Library Association. Dept. S&CM-B, 50 East Huron St. Chicago 11, Illinois, offers two new publications of great value to librarians. **Subject Index to Books for Intermediate Grades.** S&CM-210B. Compiled

by Eloise Rue. Second edition. 493 pages. \$6. Over 1,300 books are indexed according to subject, and titles are also listed alphabetically with pertinent information about publisher, price, and so on. **The Teacher-Librarian's Handbook.** S&CM-211B. By Mary Peacock Douglas. Second edition. 166 pages. \$2.75. This book is designed to give concrete help in organizing a small school library and to be of aid to the teacher who does school library work part time.

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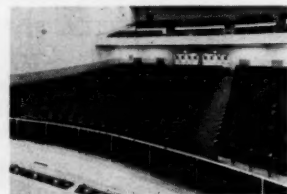
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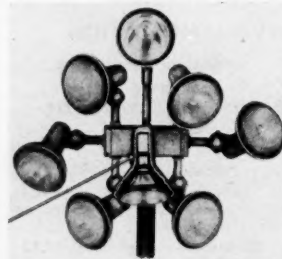
New Aluminum Window S&CM-404B

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window where desired. . . . Use the Inquiry Card or write to Sterling Windows, Inc. Dept. S&CM-404B, 369 Lexington Ave. New York 17, N. Y.



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SUPPLIES AND EQUIPMENT

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assures maximum lamp life and prevention of breakdown from lamp heat or short circuits due to the weather. These attractive Underwriters' Laboratories approved lights are made of cast silicon aluminum. . . . Use the Inquiry Card or write to Magni-Lite, Inc. Dept. S&CM-406B, 60 East 42 St. New York 17, New York.



Group Washfountain S&CM-416B

A new combination is featured in the Bradley Washfountain—a precast stone or marble bowl and a streamlined metal pedestal. Panels of the pedestal are easily removable, thus providing ready access to the mechanism within for convenient installation and maintenance. Because of its lighter weight, the new pedestal is easier to handle on the job and saves freight costs. . . . Use the Inquiry Card or write to Bradley Washfountain Company, Dept. S&CM-416B, N. 22 and West Michigan Sts. Milwaukee 1, Wisconsin.

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Women's Toilet Fixture S&CM-426B

A new fixture tested in school and college washrooms is the Sanistand. It's a women's urinal designed to prevent the spread of germs and keep rest rooms

clean, sanitary, and pleasant. It need not be touched in usage. Since it has no seat and is being offered primarily as a urinal, it should be installed along with ordinary water closets in women's toilet rooms.

The Sanistand is made of genuine vitreous china, in white and pastel shades. It has an exceptionally large water area, a large outlet, a slanted rim, and a modern easy-to-clean design. It is adaptable for either foot pedal or manual

flushing. . . . Use the Inquiry Card or write to American Radiator & Standard Sanitary Corporation, Dept. S&CM-426B, Pittsburgh 30, Pennsylvania.

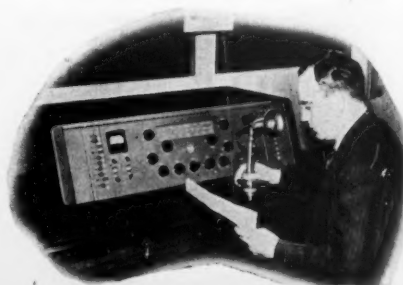
Oscillating Sprinkler S&CM-422B

The Shower-Queen sprinkler is designed to handle large areas, and will help keep school grounds green. It has an oscillating shower bar that operates in a trajectory arc of 150 degrees, delivering 300 gallons of water an hour over a

50 x 65-foot area. Use of a simple thumb-screw adjustment adapts it for a smaller area.

The spray bar can be adjusted to irrigate from a building outward or from a sidewalk edge inward. Water is aerified and broken up into drops as it is thrown into the air by the sprinkler, so puddles do not form. Fully-automatic unit is of all metal, non-rusting construction, with a centrifugal, hydraulic type noiseless motor. . . . Use the In-

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SOUND PRODUCTS

**RADIO CORPORATION
of AMERICA**

ENGINEERING PRODUCTS DEPARTMENT, CAMDEN, N. J.

In Canada: RCA VICTOR Company Limited, Montreal

(Continued from page 31)

quiry Card or write to Acme Sprinkler Company, Dept. S&CM-422B, 412 Walbridge St. Kalamazoo, Michigan.

Mop and Broom Holder S&CM-427B
Mops and brooms can be hung up in closets or corners, instead of being stood on the floor, with the use of a new device. It consists of two wood-n rollers on a strong wire clip spring, mounted in an electroplated metal base plate which

is attached by two wood screws to a wall or closet. The wooden rollers make it easy to snap the broom handle in and out of place without marring or scratching. Holder can be used with practically any thickness of mop stick or broom handle. . . . Use the Inquiry Card or write to Geepres Wriener, Inc. Dept. S&CM-427B, Muskegon, Michigan.

THE Incinerator Institute of America, with an office at 420 Lexington

Ave. New York 17, New York, was recently formed to disseminate accurate information on the industry's products. It will also concern itself with the development of standard performance specifications. Functions of the association within the industry will include the collection and dissemination of trend of business statistics, adoption of standard nomenclature, and coordination of advertising and publicity programs of members.

MANUFACTURERS' LITERATURE

Consult SCHOOL AND COLLEGE MANAGEMENT Product Information, page 29. Use the postage-free Inquiry Card; indicate key number of item about which you want further details.

Weatherproofing Service S&CM-470B
"Lasting Protection and Beauty for Your School Property through Weather and Water Damage Protection, Building Restoration, Concrete Restoration, Tuck-pointing, Building Cleaning". . . . Use the Inquiry Card or write to Western Waterproofing Company, Dept. S&CM-470B, 1223 Syndicate Trust Bldg. St. Louis 1, Missouri.

Institutional Cleaning S&CM-474B
"A Guide to Easier Cleaning" discusses cleaning problems and portable commercial vacuum cleaners that help meet them. . . . Use the Inquiry Card or write to Spencer Turbine Company, Dept. S&CM-474B, 468 New Park Ave. Hartford 8, Connecticut.

Laboratory Planning S&CM-469B
Booklet gives findings of study on how to plan a laboratory to insure the greatest long-range value. . . . Use the Inquiry Card or write to Scientific Apparatus Makers Association, Laboratory Equipment Section, Dept. S&CM-469B, 20 North Wacker Dr. Chicago 6, Illinois.

Dormitory Furniture S&CM-465B
"Guest Room and Dormitory Furniture by Carrom, Group 5000 Brochure". . . . Use the Inquiry Card or write to Carrom Industries, Inc. S&CM-465B Ludington, Michigan.

Lighting Fixtures—Plus S&CM-475B
"The Facts of Light" is a laugh-provoking booklet by Don Herold, subtitled "or What Every Man Should Know Before He Gets Engaged (in Buying Illumination)". . . . Use the Inquiry Card or write to Frink Corporation, Dept. S&CM-475B, 27-01 Bridge Plaza North, Long Island City 1, New York.

For more facts use Inquiry Card. S&CM-44B



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Insulated Piping S&CM-476B
 "Insulated Piping System Catalog," Section 480-4. . . . Use the Inquiry Card or write to Ric-Wil Company, Dept. S&CM-476B, Union Commerce Bldg. Cleveland, Ohio.

Rolling Gymstands S&CM-467B
 "Wayne Rolling Gymstands". . . . Use the Inquiry Card or write to Wayne Iron Works, Dept. S&CM-467B, Wayne, Pennsylvania.

New Recordings

Consult SCHOOL AND COLLEGE MANAGEMENT Product Information, page 29. Use the postage-free Inquiry Card; indicate key number of item about which you want further details.

Voices for Peace: This Is Our United Nations. S&CM-496B. Teachers' and Discussion Leaders' Manual. Set of five nonbreakable, 12-inch, 78 r.p.m. records—\$9.65. One nonbreakable, 12-inch, LP 33½ r.p.m. record—\$8.15. (Add shipping charges.)

The origin, scope, aims, and achievements of the United Nations up to the present are described in this album. Starting with the UN ideal in the minds of men, it takes the listener to the adoption of the charter and then through scene after scene of UN activity. The only professional voice in the album is that of the narrator, Franchot Tone. Other voices are those of the UN delegates and working teams. The UN Department of Public Information lent its full facilities and cooperation to the project. . . . Use the Inquiry Card or write to Tribune Productions, Dept. S&CM-496B, 40 East 49 St. New York 17, New York.

Hi, Neighbor. S&CM-495B Set of five, (containing 10 programs) nonbreakable, 10-inch, LP 33½ r.p.m. records—\$20. Single (containing two programs) 10-inch LP 33½ r.p.m. records—\$5.

Schools, PTA's, and community groups will find many of these recordings of great aid to them. For instance, the programs on one are (1) of a teen-ager leading her classmates in adolescent rebellion, and (2) of the attitudes toward marriage of two high-school seniors who plan to marry. Some of the other programs are about the shy pupil, juvenile delinquency, and the father-son relationship. In developing the characters, the aim has been easy listener identification, and a light touch has been employed in the writing, acting, and direction. The programs were originally developed as a radio series. . . . Use the Inquiry Card or write to the National Mental Health Foundation, Dept. S&CM-495B, 1790 Broadway, Rm. 416, New York 19, New York.

COLUMBIA Records, Inc. Dept. S&C
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Peter Pan. S&CM-492B. Set of six, 12-inch, 78 r.p.m. records—\$8.09. One nonbreakable, 12-inch, LP 33½ r.p.m. record—\$4.85. This is virtually the complete play, with most of the songs and musical background composed for the

stage play by Leonard Bernstein. It includes the Broadway hit cast with Jean Arthur and Boris Karloff.

Adventures in Folk Song. S&CM-493B. Set of seven 16-inch, 33½ r.p.m. transcriptions—\$50. Individual transcriptions, \$10 and \$5. Four nonbreakable, 12-inch LP 33½ r.p.m. records—\$6.85 each.

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ing Americans through 300 years of their history. Each program is an adventure, in the frame of folk songs, in the building of this nation. Ninety-five different folk songs have been skillfully woven into the scripts. The artists are Marty Clark King and Barbara Ellen Rogers. . . . Use the Inquiry Card or write to Gloria Chandler Recordings, Inc. Dept. S&CM-499B, 422½ West 46 St. New York 19, New York.

(Turn page for additional departments)

for more facts use Inquiry Card. S&CM-49B

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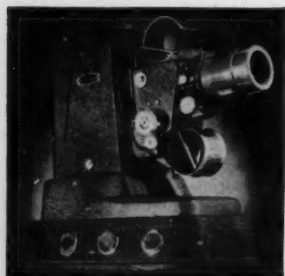
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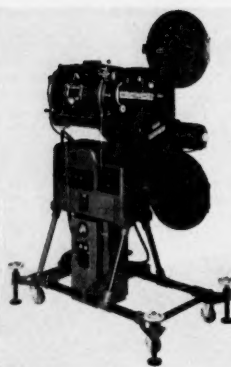
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Strip-Slide Projector S&CM-453B
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Continuous Tape Panel S&CM-450B
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Home Recording Unit. S&CM-452B
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For more facts use Inquiry Card. S&CM-50B

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Nebraska State Teachers College	Alabama Polytechnic Institute
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maroon. There are three sizes. Baffles are designed for wall or post mounting. . . . Use the Inquiry Card or write to Permoflux Corporation, Dept. S&CM-454B, 4900 West Grand Ave. Chicago 39, Illinois.



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Group viewing is facilitated by the new Duo-Vue television unit, which offers a choice of two picture sizes. It can be used with table-model, direct-view receivers. And, by means of the Protelgram optical system, it can boost the picture to a size 3 feet high by 4 feet wide projected on a movie screen.

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Magnetic Tape S&CM-457B
Plastic-base Audiotape is now available in 2,500-foot rolls, on standard NAB aluminum hubs or on complete 10½-inch reels. There are no splices on the entire roll. At 1,000 cycles per second, volume deviation is guaranteed to be not more than ¼ db within the roll and not more than ½ db from reel to reel. The handy new package consists of an outer and inner container.



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write to Audio Devices, Inc. Dept. S&CM-457B, 444 Madison Ave. New York 22, N. Y.

Roller Screen S&CM-458B
Excellent for school auditorium stages is the RCA new-model scenic roller screen. It is available in either Snowwhite Vinyl plastic or beaded construction. There are both perforated and unperforated styles. . . . Use the Inquiry Card or write RCA Victor, Theatre Equip-

ment Division, Dept. S&CM-458B, Camden, New Jersey.

A CATALOG of 220 United States Government motion pictures available for television use was recently issued by the Office of Education. Free copies of "United States Government Motion Pictures Cleared for Television" may be obtained from Visual Aids, Office of Education, Federal Security Agency, Washington 25, D. C.

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NEW JERSEY teachers and elementary school principals recently published a 24-page pamphlet designed to explain the job of the principal to the community. Entitled "You and the Principal of your Elementary School," it tells citizens how to choose a good principal and suggests the conditions that are essential for professional work on his part. The pamphlet costs 50 cents and is available from the New Jersey Education Association, Trenton, New Jersey.

For more facts use Inquiry Card. S&CM-53B

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CHECK LIST OF NEW AUDIO-VISUAL AIDS

Consult SCHOOL AND COLLEGE MANAGEMENT Product Information, page 29. Use the postage-free Inquiry Card; indicate by number of item about which you want further information. To buy or rent films write directly to the distributor. Please mention SACM.

16 mm. Educational Films

Prices subject to change without notice. Where films are sent free, except for transportation charges, the word "loan" is used.

UNITED World Films, Dept. S&CM-B, Educational Division, 1445 Park Ave. New York 29, New York, offers two films on Canada for geography and social studies classes. 2 reels. Sale—\$100. Rental—apply to film libraries.
French-Canadians. S&CM-300B. Pictures farm life in the St. Lawrence lowland region around Quebec. A French-Canadian family living in St. Pierre is typical of the thrifty, industrious people who have farmed the area and maintained a distinctive culture for three generations.
Canada's New Farmlands. S&CM-301B. Relates the story of modern settlers, many of them war veterans, who are developing virgin territory in the Peace River District in the province of Alberta. Although they have farm machinery to help them, these pioneers find life difficult the first year. But they persevere because the region is potentially very productive. Their farms are improving, and their communities are growing steadily.

S&CM-335B—Accent on Learning. 3 reels. Sale—\$75. Department of Photography, Dept. S&CM-335B, Brown Hall, Ohio State University, Columbus 10, Ohio.

Shows how teaching techniques in higher education can be improved by the use of audio-visual aids. The camera catches several teaching situations as they occur on the campus of Ohio State University. By recording how these several teachers communicate their ideas to their students, the film demonstrates how blackboards, charts, filmstrips, films, slides, and field experiences can be utilized in the classroom. For pre-service and in-service training.

ized in the classroom. For pre-service and in-service training.

S&CM-302B—The Human Bridge. 28 min. Color. Loan. Ford Film Bureau, Ford Motor Company, Dept. S&CM-302B, 3000 Schaefer Road, Dearborn, Michigan.

Shows the birth of a new car from the drawing board and mining of the metal to the finished product rolling off of the assembly line. Included are shots of a highly secret pre-production testing of a model unit months before actual mass output is started. Also covers test runs in the Arizona desert and cold tests in the laboratory. Suitable for vocational schools, shop mechanics, and social science classes on the junior and senior high-school level.

S&CM-303B—Nevada and Its Natural Resources. 31 min. Color. Loan. Graphic Services Section, Dept. S&CM-303B, Bureau of Mines, 4800 Forbes St. Pittsburgh 13, Pennsylvania.

Depicts a story of man's successful challenge to nature. Shots reveal desolate white sand dunes and high mountain peaks. Then huge dams storing water to irrigate land, frontier farms producing rich crops, and prize cattle and sheep being fattened for market are seen. Also shown are the historic copper mining and smelting cities such as Reno, and Virginia City once famous for silver mines.

WARWICK M. TOMPKINS, Dept. S&CM-B, 1046 West Edgeware Road, Los Angeles 26, California, offers two one-reel color films on the life of the harvester ant. For upper elementary high-school, and college classes.
Life of the Harvester Ant (Part I). S&CM-304B. Sale—\$90. By means of micro-photography, pictures the activities of the worker-caste, the bodily structure

of the ant, and how to capture and feed her. A battle to the death between enemy ants is also shown.

Life Cycle of the Harvester Ant (Part II). S&CM-305B. Sale—\$90. (Print of 42-frame color filmstrip, \$4.) A school-boy finds an ant hill in a vacant city lot. He collects ants of the various castes and establishes them in a bowl where they can be watched. Each step in the life-cycle of the ant is observed.

S&CM-306B—You and Your Bicycle. 11 min. Sale—\$25. Rental—\$1.50. Progressive Pictures, Dept. S&CM-306B, 6351 Thornhill Dr. Oakland 11, Calif.

Teaches children correct riding habits. The dangers encountered on a trip to the store for Mom are shown. Also explains correct arm signals, how to carry bundles, where to park, the types of surfaces to watch for, and when and where to ride. The hazards of passing improperly, stunting, hitching rides, and riding double are pictured.

For more facts use Inquiry Card. S&CM-55B

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CITY STATE



A skillful worker in the Franciscan Potteries shown in "The Oldest Art"

S&CM-307B—The Oldest Art. 25 min. Loan. Franciscan Library of Ceramics, Dept. S&CM-307B, 45 East 51 St. New York 22, New York.

The film describes the facts learned by two young couples who pick up a rare vase in the Los Angeles Museum of Science, History, and Art. The god Keramos warns them not to handle it, and then proceeds to describe the ancient art of making ceramics. Early Egyptian, Greek, and Chinese ceramics in the museum are shown. Modern dish-making is explained by a tour through the Franciscan Potteries, and the work done on dishes is followed from the first processes to their eventual display in the store. Suitable for social studies, art, and home economics classes.

MARCH-of-Time Forum Films, Dept. S&CM-B, 360 Lexington Ave. New York 17, New York, offers a series of three black-and-white, one-reel films on the three constitutional divisions of the federal government. Sale—available only as a complete set, \$100. Rental—

Our Audio-Visual Committee

THIS listing of educational films was compiled and edited by Alice Green with the cooperation of the following committee:

Celia Anderson,
New York University Film Library

Louise Condit,
Metropolitan Junior Museum

Leslie E. Frye,
Director, Division of Visual Education,
Cleveland Board of Education

Carolyn Guss,
Audio-Visual Center,
Indiana University

Nelle Lee Jenkinson,
Director, Division of Audio-Visual Education,
St. Louis Board of Education

Herbert R. Jensen,
Director, Audio-Visual Center,
Colorado State College of Education,
Greeley

Charles E. Luminati,
Coordinator of Audio-Visual Instruction,
Great Neck, New York

Franklin T. Mathewson,
Supervisor, Audio-Visual Education,
White Plains, New York, Board of Education

Dr. Grace Ramsey,
American Museum of Natural History

Mrs. Esther Speyer,
Chairman, Motion Picture Committee,
United Parents Association

Leila Trolinger,
Director, Bureau of Audio-Visual Instruction,
University of Colorado

Thurman White,
Director, Visual Instruction,
University of Oklahoma

available from almost all film libraries.
The Presidency. S&CM-308B. Traces the position from the constitutional beginnings of the office, through the development of the implied powers, to the unique status of the Presidency today.
The Congress. S&CM-309B. Shows the function of the two houses and explains the powers peculiar to the Senate and to the House of Representatives.
The Supreme Court. S&CM-310B. Explains how the Court works. Shows

how a case gets to and through the Court, and stresses the authority it wields.

S&CM-311B—Picture in Your Mind. 16 min. Color. Sale—\$150. Rental—available from film libraries. International Film Foundation, Inc. Dept. S&CM-311B, 1630 Broadway, New York 19, New York.

This film is both an explanation of the roots of prejudice and a plea for

better international and inter group relations. Through the use of symbols, the viewer is asked to examine his own mind to see if he is prey to the distortions of propagandists. Effective for students of college age and adult discussion groups who are studying the problems involved.

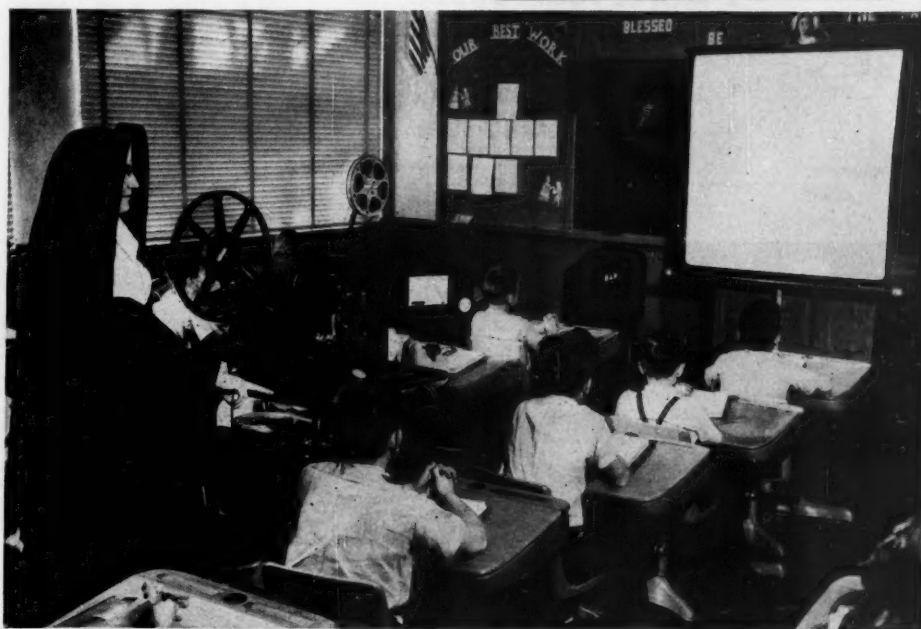
S&CM-312B — Assignment Germany. 14 min. On loan through Army Signal (Turn to page 38)

For more facts use Inquiry Card. S&CM-58B

FILMOSOUND teaches at St. Gabriel School

Right: Only two years old, this beautiful, completely modern school is located in the famed Sunset District of San Francisco.

Below: Alert students like to learn with movies in this up-to-date Catholic school.

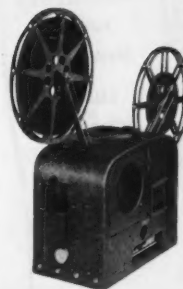


St. Gabriel School in San Francisco is one of the more outstandingly progressive schools in this area.

Lower grade school pupils inevitably learn more easily in a setting like this. Throughout the school only the finest equipment is used.

How natural, then, that Bell & Howell Filmosound plays an important role at St. Gabriel. It is used extensively in teaching and in other school activities, and in the school's large auditorium it contributes substantially to community entertainment.

For your school needs, be sure to investigate Filmosound. Pictures are life-like, brilliant; sound is natural and undistorted. Filmosound provides most hours of dependable, trouble-free performance. And it's completely suited to small classroom or big auditorium use... consult your nearby Bell & Howell representative. He is trained to serve you.



The Single-Case Filmosound has Safe-Lock sprockets to guard film, make threading easy—governor-controlled gear drive—natural, flutterless sound—perfectly aligned optical system to give maximum illumination. For 16mm sound or silent film. Weight 35½ pounds.

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... for the all-important foot tub in your shower rooms. One pound to a gallon of water kills common Athlete's Foot fungi in less than a minute. Non-irritating; harmless to towels. Easily tested for proper strength with Dolge Alta-Co Powder Tester.

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... for dusting, gives additional protection against re-infection. Soothes while drying between toes in shoes and socks, this potent but gentle fungicide does its work where Athlete's Foot fungi flourish.

3. ALTA-CO 300 H. D. FUNGICIDE

... for your daily, systematic washing of shower room floors. In economical solution (1 to 300), its action is both fungicidal and bactericidal, giving your floors the same hygienic sanitation you demand be taken by each user of your facilities.

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USER'S NET COST

CHECK LIST OF NEW AUDIO-VISUAL AIDS

(Continued from page 37)

Corps Libraries. Sale—\$19.96. Castle Films, Inc. Dept. S&CM-312B, 1445 Park Ave. New York, New York.

The story of the Army of Occupation in Germany, from the arrival of soldiers at the port of Bremerhaven to the various ways in which they aid in the reconstruction of Germany. They are shown working at their jobs, enjoying American sports, and supervising events like the soap-box derby for German youngsters. Excellent for social studies classes.

ENCYCLOPAEDIA Britannica Films, 1150 Wilmette Ave. Wilmette, Illinois, presents two new films for general science classes.

The Ears and Hearing. One reel. Sale —\$45; rental—\$2.50. Carefully selected animated drawings and live action photography illustrate the fundamental facts about hearing. The actual functioning of the eardrum and the movement of the middle ear bones are shown in live photography. The film also describes common causes of impaired hearing.

Life of a Plant. One reel. Color. Sale —\$90; rental—\$4. Time-lapse photography was used in this film to show the complete growth of the garden pea, a typical flowering plant. Animated drawings reveal the processes going on inside the plant. A cross section of the flower, depicting the male and female parts, is also shown, and there is a description of pollination and fertilization.

Filmstrips

S&CM-350B—Farmers of Tomorrow. Sale—\$1. British Information Services, Dept. S&CM-350B, 30 Rockefeller Plaza, New York 20, New York.

The educational facilities available in Britain to young people who wish to make farming their career are described. Strip also shows the interest which young people have developed in "going back to the land."



The Stock Exchange as pictured in the two Wayne University filmstrips

AUDIO-Visual Materials Consultation Bureau, Wayne University, Dept. S&CM-B, Detroit 1, Michigan, in cooperation with the New York Stock Exchange, has produced two filmstrips for high-school economics classes. The strips supplement each other, but each may be used independently. They provide students with an opportunity to witness activities on the floor of the exchange as if they were visitors there. Sale—\$3 each; set of two, \$5.

The Stock Exchange, Part I. S&CM-351B. Describes the organization of a stock exchange and indicates its part in mobilizing money for an expanding economy.

The Stock Exchange, Part II. S&CM-352B. Explains the functions of the various departments by following a typical stock sale between two individuals who live in different parts of the country.

S&CM-353B—Opportunity in Southeast Asia. New York Times, Office of Educational Activities, Dept. S&CM-353B, Times Square, New York 18, New York. 51 frames. Teaching guide. Sales —\$2.

The difficulties involved in building democracy in Burma, Thailand, Indo-China, the Philippines, Malaya, and In-

donesia are outlined. The historical background of these countries is surveyed, and the ways in which the West can help them are suggested.

ASSOCIATION of American Railroads, School and College Service, Dept. S&CM-B, Transportation Building, Washington 6, D. C. offers a set of three filmstrips on railroads and how they affect our homes, food, and mail. An outline of discussion points for teachers accompanies each set. For intermediate grades. Furnished without charge as a permanent gift, one set to a school.

Railroads and the Homes We Live In. S&CM-354B. Tells the story of the part played by railroads in the transportation of materials used in building and furnishing a home. Shows how railroads carry raw materials to mills and transport finished articles to homes.

Railroads and the Food We Eat. S&CM-355B. Describes the services provided by railroads in the production, marketing, and distribution of food; explains how livestock, grains, fruits, vegetables, and dairy products are transported by rail. Shows various types of railroad equipment and services.

Railroads and Our Mail. S&CM-358B. Explains how the United States mail is transported by railroad. Several types of service, equipment, and workers are pictured to show children how the mail is handled. Titles describe various railway mail service activities.

Slides



A slide in the new United States Geo-Historic Map Slides series, S&CM-360B

S&CM-360B—United States Geo-Historic Map Slides. 46 color slides, size 2 x 2. Teaching guide. DeLuxe set, glass mounted, \$62.50; utility set, paper mounted, \$47.50. Instructional Films Division, Films Inc. Dept. S&CM-360B, 330 West 42 St. New York 18, New York.

Each of these excellent slides presents a single concept in American history and basic geography. The entire set covers the important stages of development from 1400 through the Revolutionary War. To aid visualization by students, several projections of the earth's surface have been used. Vivid colors and distinctive legends make each map easily read and understood. The slides can be coordinated with any teaching plan, whether chronological or topical, and should be a most welcome instructional tool.

S&CM-361B—Latin America. 16 sets of 2 x 2 color slides. Each set contains 24 slides and is available separately. \$15. Complete series, \$225. Stanley Bowmar Co. Dept. S&CM-361B, 513 West 166 St. New York 32, New York.

Each set of slides consists of scenes of a different Latin American country, photographed by Charles Perry Weiner. A teacher's guide is included with each set.

S&CM-364B — Medieval Manuscript Painting. 71 glass slides, size 3 1/4 x 4. Sale—\$1.50 each; basic set of 55, including utilization manual, \$50. Rental—available from film libraries. Audio-Visual Center, Dept. S&CM-364B, Indiana University, Bloomington, Indiana.

These reproductions made from manuscripts in the Pierpont Morgan Library illustrate the nature of medieval illumination from the ninth to the sixteenth centuries. The areas covered include French, English, German, Spanish, Italian, and Byzantine painting. For art, medieval history, literature, and costume design classes.

PAN AMERICAN Union, Department of Cultural Affairs, Dept.

S&CM-B, Washington 6, D. C., offers four sets of 2 x 2 kodachrome slides. Teacher's manual included. (These slides are also available on loan.)

Transportation in Latin America. S&CM-365B. 79 slides. Sale—\$39.50.

Housing in Latin America. S&CM-366B. 56 slides. Sale—\$28.

Agriculture in South America. S&CM-367B. 91 slides. Sales—\$45.50.

Mining in South America. S&CM-368B. 48 slides. Sales—\$24.

S&CM-369B—Poisonivy and Poisonsumac — Everyone Should Know Them! Set of 8 color slides with script, \$6. Ward's Natural Science Establishment, Inc. Dept. S&CM-369B, 3000 Ridge Road East, Rochester 9, New York.

Here is the practical way to teach young people to recognize two plants that can cause great unpleasantness. Shows the buds, fruits, foliage, and autumn color of both plants.

For more facts use Inquiry Card. S&CM-63B

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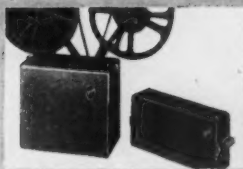
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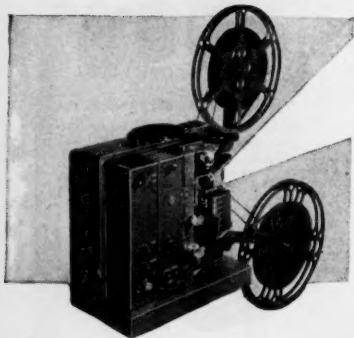
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There's nothing like **DETAIL** for emphasis



YOU GET THE MOST OUT OF YOUR 16mm FILMS when they are projected with the *RCA "400"*



Look at the detail in the soap bubbles, the highlights on the hair, the features of the child's face. You see them all sharp, clear and realistic—when scenes like this are projected with the RCA "400."

Comparison tests of projected screen images—for detail, contrast, brilliance and depth—with other projectors have proved that the RCA "400" is the finest 16mm projector money can buy.

Compare the RCA "400" on sound reproduction. You'll hear voices, music, and sound effects reproduced with the dramatic realism of theatre-like sound. Compare the RCA "400"

for simplicity of threading, for ease of operation, for dependability.

Make this convincing test—before deciding on a 16mm sound projector. Ask your RCA visual products dealer to let you see and hear one of your own 16mm sound films demonstrated with the RCA "400". Send for illustrated literature and the name of nearest dealer. Write Department 81-I.

RCA "400" JUNIOR. *The only single-case standard 16mm sound projector of fully professional quality.*

RCA "400" SENIOR. *Provides theatre-quality reproduction of 16mm sound and pictures for larger audiences, auditoriums or larger rooms.*

First in Sound... Finest in Projection



VISUAL PRODUCTS

RADIO CORPORATION of AMERICA
ENGINEERING PRODUCTS DEPARTMENT, CAMDEN, N.J.

In Canada: RCA VICTOR Company Limited, Montreal